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ABSTRACT

This report describes the intermediate school experiment which organized the middle schools to include grades 5 or 6 through 8, thus replacing the junior high school, grades 7 through 9. Major curriculum innovations were introduced in the areas of foreign language, the humanities, family living, typewriting, and creative and performing arts. The organization of these experimental middle schools embraced subschools, educational planning teams, departmentalization, and independent pupil study. Using the results from standardized achievement tests, an attitude inventory, a semantic differential, questionnaires, extended observation by consultants, and interviews, the research team compared middle school pupils with junior high pupils in the areas of mathematics achievement, attitudes toward school, and self-concept. The only statistically significant differences (analysis of variance) showed that junior high pupils performed better in arithmetic problem solving, while intermediate school boys had more favorable attitudes toward social studies and science. Appendixes include questionnaires and evaluation and survey forms used in assessing the program. (Author)

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NEW CURRICULUM ACTIVITIES IN THE PILOT INTERMEDIATE SCHOOLS OF NEW YORK CITY

Virginia Z. Ehrlich and Kay C. Murray

NEW YORK CITY BOARD OF EDUCATION
Bureau of Educational Research

October 1969

Final Report

New York State Experimental and Innovative Programs
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October 1969

BOARD OF EDUCATION OF THE CITY OF NEW YORK

OFFICE OF THE SUPERINTENDENT OF SCHOOLS
Nathan Brown, Acting Superintendent of Schools

DIVISION OF FUNDED PROGRAMS
Helene M. Lloyd, Assistant Superintendent

OFFICE OF EDUCATIONAL RESEARCH
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George Forlano, Acting Assistant Director

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Assistant Superintendent Helene M. Lloyd, currently in charge of the Division of Funded Programs, served as the Acting Deputy Superintendent, Office of Instruction and Curriculum, during the inception of the intermediate schools and was responsible for their development. Dr. Jacob Landers, Assistant Superintendent, Mr. Gene Satin, Director, and Dr. Sidney Gould, Assistant Administrative Director, of State and Federally Assisted Programs served as liaison for the project with the State.

Under the general direction of Dr. J. Wayne Wrightstone, Assistant Superintendent, Dr. Samuel D. McClelland, Acting Director, and Dr. George Forlano, Acting Assistant Director, a research team from the Bureau of Educational Research was responsible for evaluation activities during the current year, including the preparation of this report. The Project Director, Dr. Virginia Z. Ehrlich, Research Associate, was responsible for the coordination of all aspects of the project and especially for the design of attitude instruments and the appraisal of attitudes, the supervision of the electronic data processing and of the administration of tests, and the editing of the findings on the curriculum evaluation. Mrs. Kay C. Murray, Research Associate, was responsible for the construction of staff questionnaires, analysis of achievement test data and findings on desegregation, integration and mobility and supervision of clerical aspects of the project. Dr. Edward Frankel, Dr. Marshall Tyree, and Mrs. Olga Spelman served as consultants and prepared the report on the evaluation of the curriculum.

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CHAPTER I

INTRODUCTION

As this report is being written in the midsummer of 1969, the experimental program of grade level reorganization in the 14 New York City pilot intermediate schools has completed three full school years of instruction. The time is ripe to assess the degree of success attained in this educational venture, at once so boldly creative and so vulnerable to practical difficulties.

Assuredly, the New York City school system cannot remain suspended between the old elementary-junior high-senior high school organization and the projected Action for Excellence,[1] the implementation of the primary - intermediate - comprehensive high school structure. Either the formidable tasks of curriculum development, school construction and staff training will be realistically undertaken in force, or the existing experimental beginnings will gradually erode and lose their identity.

In order to assist in this important policy decision or guide the formulation of alternative programs, dependable evaluative data are necessary. Such data should not be limited to evaluations of the first attempts of the 4-4-4 organization, but must include consideration of the findings derived from the other significant educational experiments under way in the public school system. Conclusions relevant to grade reorganization will be found in the studies made of such contemporary experiments as the More Effective Schools Program, the Experimental Elementary Models, the John Dewey High School Evaluation, and many of the other innovative ventures made possible by Title I of the Elementary and Secondary Education Act and the New York State Urban Education Aid Program. Finally, consider the dynamic reorientation of plans which the imminent realities of decentralization will cause!

So eventful have the last three years been for New York City public schools that review of the inception of the grade level reorganization makes it appear less crucial than it was originally conceived to be. This is probably because the implementation of the program so far has been very limited. The potentialities of such a sweeping organization are still very great. It was undertaken with determination, to produce quality integrated education in spite of evident misgivings. The beginnings were approached with caution and an awareness of difficulties. As the Superintendent of Schools stated:

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[1] New York City Public Schools, Action for Excellence: Recommendations of the Superintendent of Schools to the Board of Education on Grade Level Reorganization. January 18, 1966.

> A school system does not change its organization and its program overnight. It moves with deliberation but with the utmost orderly speed to the accomplishment of these changes. Adequate planning for physical plant, teacher orientation and curriculum revision must precede any change in children's programs or in any grade level reorganization. The physical facilities must also be appropriate to the new program before children are asked to participate in any such program.[2]

The initial caution has been reinforced by experience. As will be seen from the following evaluation report, most of the prerequisites mentioned by the Superintendent of Schools are still unfulfilled. Nevertheless, it is obvious that the New York City school system does not intend to keep the issue of grade reorganization unresolved indefinitely. In keeping with the regulations of the New York State Commissioner of Education, the New York City Board of Education is legally required to make a determination of the effectiveness of the intermediate school program by 1972, and to recommend whether it should or should not be adopted for the school system as a whole.

The Genesis of the Intermediate School

The pattern of pupil migration in the New York City schools has shown a steady increase in the number of black and non-English speaking children, and a corresponding decrease in the number of white pupils. In an effort to promote integration, the Allen Report[3] proposed that in New York City the fifth and sixth grades be transferred from the generally segregated neighborhood elementary school to the larger intermediate school, drawing pupils from a wider area and hence likely to be more integrated.

The Board of Education adopted this policy, which was soon found to require extensive and complex reorganization planning. The Board document,

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[2] Ibid., p.2

[3] James E. Allen, Desegregating the Public Schools of New York City. A report prepared for the Board of Education of the City of New York by the State Education Commissioner's Advisory Committee on Human Relations and Community Tensions. Prepared with the assistance of the Institute of Urban Studies, Teachers College, Columbia University, May 12, 1964.

Implementation of Board Policy on Excellence for the City's Schools,[4] was issued on April 28, 1965, and set the main outline of the new intermediate school, which, if it followed the suggestion of Commissioner Allen, would include grades 5-6-7-8. The policy enunciated in Implementation of Board Policy on Excellence for the City's Schools called for an intermediate school to take the child from his elementary concentration on basic skills to the use of skills in the acquisition of knowledge and social relationships. It recognized that the integration of children of different races, nationalities, and economic status would require major curriculum revision and a new organization of learning. It foresaw a whole new approach to the learning process. It was realized that the program would require a great variety of specialized services in guidance, remedial work, subject specialists and human relations consultants. It was further stipulated that new buildings for the intermediate program be planned so as to provide the necessary space and flexibility of facilities to accommodate the new concepts.

To accomplish the extensive and complex planning for the grade level reorganization, the Superintendent of Schools appointed three committees to prepare recommendations for the primary, intermediate, and comprehensive high schools. The Intermediate School Committee was directed to produce, during school year 1965-1966, an intermediate program for introduction in September, 1966.

When school began in September, 1965, the ninth grades of 31 junior high schools were transferred to senior high schools having the customary grades 10, 11 and 12. Twenty-seven formerly three-year junior high schools were given a sixth grade, thus becoming prototype intermediate schools, but having little else beyond the new grade structure. In June, 1966, these transitional intermediate schools were evaluated by the Center for Urban Education.[5]

When the Superintendent of Schools reviewed the recommendations of the Intermediate School Committee, he concluded that since extensive physical facilities, curriculum revision, and teacher retraining were clearly necessary, the program should be introduced in a limited number of schools in the following school year.[6] The Board of Education approved the program for introduction in 14 pilot intermediate schools in September, 1966.[7]

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[4] Board of Education of the City of New York, Implementation of Board Policy on Excellence for the City's Schools. New York: Board of Education, April 28 1965.

[5] Center for Urban Education An Evaluation of the Transitional Middle School in New York City Evaluation Director, E. Terry Schwarz. New York, August 31 1966.

[6] New York City Public Schools, op. cit., p.7.

[7] Board of Education of the City of New York, Action Towards Excellence-Grade Level Reorganization, April 6, 1966.

In preparation, twenty-one task forces were organized by the Intermediate School Committee to develop the curriculum to be instituted in the 14 pilot intermediate schools. An evaluation of these curriculum materials was conducted by the Center for Urban Education.[8] During the spring and summer of 1966, a training program for teachers and supervisors was conducted for the staffs of 12 intermediate schools.[9]

The pilot program began in the 14 schools in September, 1966, inaugurating the new curriculum which had been implemented by the increased staffing and special services required. Only two of the 14 schools had the fifth grade. Both schools were new organizations in new buildings opened in September, 1966. Of the other schools, 10 had the 6-7-8 grade organization. One school had grades 7-8; the other 6-7-8-9. It will be recalled that these 6-7-8 schools had been so organized for school year 1965-1966, but did not have the new curriculum. The Superintendent of Schools recommended that the new program be tried in several of the 6-7-8 schools.[10]

Objectives of the Intermediate School

The general objectives of the intermediate school program are not different in kind from those which have long been held for the junior high school, and indeed, for all school levels. The differences for the intermediate school are to be found in the method and procedures used to attain the goals.

The principal objectives may be listed as follows:

(1) To cultivate the abilities and encourage the self-fulfillment of the pupils.

(2) To meet the individual needs of pupils more effectively.

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[8] Center for Urban Education, A Project to Develop a Curriculum for Disadvantaged Students in the Intermediate Schools. Evaluation Director, C.M. Lang. New York, November 1, 1966.

[9] Center for Urban Education, A Project to Provide Teacher-Supervisor Training Needed to Implement, in 12 Schools Servicing Disadvantaged Pupils, the Philosophy, Objectives, Curriculum Being Developed for Disadvantaged Pupils in the New Type of Intermediate (Middle) School. Project Director, Marshall Tyree. August 31, 1966.

[10] New York City Public Schools, op. cit., p.7.

(3) To maintain pupil motivation by providing a curriculum consistent with each pupil's abilities, aptitudes, and needs in modern urban living.

(4) To achieve better ethnic distribution in the middle grades.

(5) To improve the quality of human relations among pupils and to improve their skills in living in urban society by providing them with ethnically integrated schools.

(6) To improve pupil attitudes--especially in relation to image toward self and towards other pupils of different ethnic, racial, religious, and social groups.

(7) To improve academic competence and achievement in relation to rate of academic growth normally found among educationally deprived children in the intermediate grades.

The shift of emphasis to be discerned in these objectives is a greater stress on the needs of the individual pupil, especially in affective areas, and renewed concentration on human relations among ethnic groups and the problems of educationally disadvantaged pupils.

The Intermediate School Program

The Intermediate School Committee proposed a number of new activities and modifications of existing practices in order to reach the program objectives. Although the details of the Intermediate Program will be specifically considered in later sections of this report, it should be useful to describe briefly the main aspects of the proposed plan.

Organization. The organization of the grades into the 6-7-8 pattern, with grade 6 transferred from selected feeder schools, was instituted to increase integration, permitting students to have the advantages of education in intergroup relations.

The school as a whole was to be organized into two or three smaller subschools. Pupils were to be programmed for subjects such as art on a total school basis. For work in other areas such as reading, pupils were to be programmed for large or small group work within the subschool.

Except for language arts and mathematics, classes were to be heterogeneous as to pupil ability in order to provide ethnically mixed groups. Although there would be some self-contained classes, for most subjects pupils would be programmed on the basis of departmentalization of instruction.

Educational Planning Team. Basic to the intermediate school design was the diagnosis of pupil needs and the individualization of instruction. This was to be accomplished by a team approach of teachers, counselors, and other specialists working with administrators and supervisors to plan for the total educational growth of individual pupils.

Curriculum. The curriculum for the intermediate schools introduced a number of new approaches. The principal innovations were to be as follows:

FOREIGN LANGUAGE. Every pupil was to be introduced to the study of a foreign language on entering the intermediate school, and was to be given the opportunity tp proceed at a rate dictated by his ability and maturity.

TYPEWRITING. Recognizing that typewriting is a skill that can contribute to each child's personal growth in many areas--reading, spelling, punctuation, creative writing, and notetaking--instruction in typewriting was to be included for all students.

HUMANITIES. Each child in the intermediate school was to be involved in a correlated series of experiences in literature, poetry, music, the dance, the various creative arts, and the study of "man" as a social being.

FAMILY LIVING.[11] Composed of experiences in home economics and industrial arts, the course in family living was designed to develop in children the abilities, understandings, and knowledge basic to effective home living.

PERFORMING AND CREATIVE ARTS. New emphasis was to be given to drama, dance, physical activities, band, orchestra, choral work, and painting.

MASTERY. Stress was to be laid on continual assessment of pupils by teachers to assure mastery of the tools of learning and the quality of pupil thinking.

MATERIALS CENTERS. The intermediate school was planned to include material centers, such as a history and social science center, a science center, and a language arts center. Such centers were to include programmed materials, texts, films, recordings, photographs, charts, brochures, and other items on selected subjects.

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[11] The curriculum in the area of Family Living was formerly called Urban Living and is so referred to in earlier publications and evaluation reports dealing with the intermediate schools. The curriculum in Family Living Including Sex Education is being separately evaluated, on a broad citywide basis, by the Bureau of Educational Research. An evaluation report was issued in August 1969.

Staffing. The staff ratio on which the intermediate school organization was founded was to be 1:15. Class size was to be approximately 27. Compared to the conventional junior high school, the intermediate school staff was to be increased in all the following positions: assistant-to-principal, guidance counselor, psychiatrist, psychologist, social worker, school secretary, school aide, corrective reading teacher, laboratory assistant, audio-visual coordinator.

In-Service Training. Beginning with the spring and summer of 1966, the intermediate school staff was to engage in an extended series of in-service training activities, such as seminars, workshops, and conferences.

The Evaluation of the 1966-1967 School Year

The most recent comprehensive evaluation of the intermediate schools was issued in the Fall of 1967.[12] This study evaluated the first year of the pilot program. No evaluation report was issued at the end of the second year, 1967-1968. During the year, attention was concentrated on curriculum development and implementation and staff training.

The evaluation of the 1966-1967 program was generally favorable, but it noted important shortcomings.

School principals cited as major difficulties the following factors: lack of experienced teachers, teacher mobility, inadequate school facilities static ethnic patterns, pupil transiency. It should be noted that the principals' problems are largely deficiencies of the school system as a whole and are not endemic to the intermediate school. It may be further observed that even before the current evaluation was launched, no one familiar with the New York City schools would suppose that these difficulties had evaporated since 1967.

The 1966-1967 study found that nearly all schools contained grades 6-7-8, and all but one had subschools. Team teaching had been introduced into half the schools.

Assistants-to-principal reported difficulties in having intermediate school teachers relate to sixth grade pupils and to the larger number of children taught under departmentalization. They also deplored the lack of space and materials.

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[12] Center for Urban Education, Grade Reorganization of Middle Schools in the Public School System. Project Director, Edward Frankel, September, 1967.

Concerning the intermediate school curriculum in 1966-1967, teachers experienced greater success in foreign languages and typewriting than in urban living. In the latter area, there was confusion regarding goals and subject matter. The areas of humanities and performing and creative arts were not considered in this report.

In respect to pupil achievement, the 1966-1967 study compared the pilot to the non-pilot intermediate schools. No significant difference in achievement was found.

The aim of the intermediate schools to promote integration was assessed both favorably and unfavorably. On one hand, there seemed to be no solution to the situation in which feeder schools and the intermediate schools were all in a static ethnic area. On the other hand, sixth grade children were in a more integrated setting than they would have been in the original feeder school in most cases.

The principal recommendations of the evaluation of the 1966-1967 program were as follows:

(1) The objectives of the program require more precise definition.

(2) Inclusion of the fifth grade, especially if departmentalized, should be deferred.

(3) Heterogeneous grouping should receive more teacher support.

(4) The program needs increased teacher education.

(5) The physical plant to support the program requires extensive improvement.

(6) Health services are inadequate.

(7) Provision should be made for continuous curriculum construction and evaluation.

(8) There should be more deliberate plans to promote integration within the school.

(9) Communication should be improved among parents, schools, and the community. Further research of the intermediate school program is needed.

(10) Academic achievement will best be evaluated by longitudinal studies.

Broad Objectives of the Program

The broad objectives of the present study were:

(1) To compare progress of pupils in reading and mathematics achievement in the pilot intermediate and the regular junior high schools.

(2) To compare attitudes toward aspects of school of pupils in the intermediate and in the regular junior high schools.

(3) To compare pupil self concepts in the intermediate and junior high schools.

(4) To investigate the degree of implementation of the overall intermediate school plan in terms of organization and administration, staffing, facilities and equipment, integration, and curriculum.

Chapter II

METHODS AND PROCEDURES

This study includes statistical comparisons between pupils in pilot intermediate and junior high schools on achievement in reading and mathematics, attitudes toward aspects of school, and self-concept. It also provides data on the implementation of the plans concerning the pilot intermediate schools in terms of organization and administration, staffing, equipment and facilities, integration, and curriculum.

Aspects of the Study

The evaluation of the Intermediate School Program was approached by means of study of the schools pupils and staff.

The Schools

Two types of school organization were involved: the pilot intermediate school, with grade ranges from 5 or 6 to 8 or 9, and the junior high school, with grade ranges from 7 to 9.

Junior high schools (grades 7-8-9) have been the traditional organization in New York City for many years. The intermediate school is a recent innovation. Although a few schools were organized on a 5 to 8 and 6 to 8 basis prior to 1966, it was in that year that the pilot intermediate school program was fully inaugurated with fourteen schools participating. Although more schools have been opened with the intermediate school organization since that date, the intermediate school program was not fully implemented in these additional schools. The original fourteen schools remained a pilot group for which special provisions were made. It is these pilot intermediate schools in which an effort was made to implement the planned program that are the focus of this study, and they represent the total sample universe.

All fourteen pilot intermediate schools were included, wherever possible, in the descriptive aspects of this study. One school had to be omitted from analyses of the objective data because it had only two grades, 6 and 7. All pupil subjects in this study were in grade 8.

Selection of the junior high schools to be used as comparison schools for this study was made on the basis of several criteria. These were: ethnic composition, reading ability levels, locality, judgment of participating principals and district superintendents, and willingness to cooperate on the part of school administrators. In view of New York City's educational history during 1968-69 which included a prolonged strike and much school tension, willingness to cooperate in the study was an important consideration.

Table 1 gives the code identification of the pilot intermediate schools and their matched junior high schools, with data on grade organization, building utilization, ethnic structure, and mean reading levels. Table 2 lists the locations of the schools.

Table 1

DATA USED FOR MATCHING 13 INTERMEDIATE AND COMPARISON JUNIOR HIGH SCHOOLS[a]

School Code	Grade Organization 1968-1969	Building Utilization[b] %	Ethnic Composition[c,d]				Mean Grade Equivalent MAT Reading Comprehension 7th Grade April 1968[d]
			Puerto Rican %	Negro %	Other %	Total Register	
15 C	6-8	107	67.4	23.1	9.3	1,701	6.2
C 1	7-9	110	78.6	13.4	7.9	1,506	5.9
8 Z	6-8, 9SP	127	28.7	40.7	30.4	1,810	6.1
C 2	7-9	124	21.7	43.5	34.7	1,100	6.3
7 H	6-8, 9SP	108	5.7	42.9	51.2	1,528	7.2
C 3	7-9	78	12.2	20.6	67.1	1,296	7.3
2 B	6-8, 9SP	107	24.9	20.1	54.8	1,393	7.2
C 4	7-9	125	20.4	33.0	46.5	1,935	6.9
24 S	6-9	74	33.5	14.1	52.1	1,260	7.3
C 5	7-9	86	36.2	25.9	37.8	1,683	7.6
9 T	6-8	98	2.2	97.5	0.1	1,534	6.3[e]
C 6	7-9	62	6.9	92.8	0.1	1,043	5.6
4 Y	6-8	102	62.0	35.1	2.8	1,419	5.6
C 7	7-9	121	68.3	28.7	2.8	1,344	5.6
12 U	5-8	77	26.2	72.8	0.8	1,139	5.6
C 6	7-9	62	6.9	92.8	0.1	1,043	5.6
6 L	6-8, 9SP	115	10.1	51.8	38.0	1,633	7.5
C 8	7-9	100	10.5	59.6	29.7	1,815	7.3
18 E	6-8, 9SP	138	7.8	18.4	73.7	2,188	7.6
C 9	7-9	108	7.5	18.4	73.9	1,648	7.3

(continued)

Table 1 (continued)

DATA USED FOR MATCHING 13 INTERMEDIATE AND COMPARISON JUNIOR HIGH SCHOOLS[a]

School Code	Grade Organization 1968-1969	Building Utilization[b] %	Ethnic Composition[c,d] Puerto Rican %	Negro %	Other %	Total Register	Mean Grade Equivalent MAT Reading Comprehension 7th Grade April 1968[d]
21 G	6-8	68	11.9	20.1	67.8	943	6.5
C 10	7-9,9SP	68	13.0	24.8	62.0	1,071	6.7
17 J	6-8,9SP	119	9.3	21.6	69.0	1,397	8.2
C 11	7-9	108	5.8	11.3	82.7	1,306	8.1
14 D	6-8	127	34.3	29.4	36.1	1 679	7.1
C 12	7-9.9SP	113	17.5	40.2	42.1	1 712	6.9
10 P	6-7	97	7.2	71.9	20.8	1,562	6.9

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[a] Because intermediate school 10P did not have an eighth grade during 1968-1969, and therefore could not be included in the analysis of achievement test data, it was not matched with a junior high school.

[b] Building utilization is the ratio of pupil enrollment to school capacity, expressed as per cent. Source: Utilization of School Buildings, 1968-1969.

[c] Ethnic data are based on the school reports submitted to the Board of Education for the October 31, 1967 Ethnic Census.

[d] Data were the most recent available at the time intermediate and junior high schools were paired.

[e] There was no school which had a 7-9 grade organization and an ethnic structure and mean ability levels similar to those of intermediate school 9T. With the exception of mean reading comprehension scores, junior high school C6 was comparable to 9T. For the analysis of achievement test data, which was done on an individual pupil basis to ensure the comparability of ability levels, JHS C6 served as the comparison school for IS 9T.

Table 2

LOCATION OF INTERMEDIATE AND COMPARISON JUNIOR HIGH SCHOOLS

School Code	Location
15 C	Williamsburgh, Brooklyn
C 1	Williamsburgh, Brooklyn
8 Z	East New York, Brooklyn
C 2	Bushwick, Brooklyn
7 H	Flatbush, Brooklyn
C 3	Woodside, Queens
2 B	Lower Central Pk. West, Manhattan
C 4	Washington Heights, Manhattan
24 S	Chelsea, Manhattan
C 5	Yorkville, Manhattan
9 T	Central Harlem, Manhattan
C 6	East Harlem, Manhattan
4 Y	East Harlem, Manhattan
C 7	East Harlem, Manhattan
12 U	East Harlem, Manhattan
C 6	East Harlem, Manhattan
6 L	Springfield Gardens, Queens
C 8	St. Albans, Queens
13 E	Sherwood Gardens, Queens
C 9	Far Rockaway Queens
21 G	Astoria, Queens
C 10	Long Island City, Queens
17 J	Corona, Queens
C 11	Long Island City, Queens
14 D	Clausen Point, Bronx
C 12	Bushwick, Brooklyn
10 P	South Jamaica, Queens

It will be noted from Table 1 that IS 10P has no comparison school. As stated earlier, no testing was done in that school since it has no eighth grade.

In all analyses it was necessary to use no more than 12 pairs of schools, since only one junior high school in the city (JHS C6) matched IS 12U or IS 9T. Some analyses included IS 12U; other analyses included IS 9T.

The Pupils

Only those pupils were included in the study who had been in the New York City public school system for three years. IS pupils had been in the same school for three years, from sixth grade through eighth grade. Junior high school pupils had been in the same school for grades 7 and 8, and in a New York City elementary school for grade 6. All were in attendance from September, 1966 through June, 1969, and were in the eighth grade at the time of this study.

Staff

The third aspect of the study concerned the pilot intermediate school staff, including principals, assistants-to-principal, guidance counselors, and teachers.

All principals, assistants-to-principal, and guidance counselors were canvassed by means of questionnaires. All teachers were canvassed also, except for those involved in work not directly associated with the IS organization as such. For example, teachers of the retarded (CRMD) are on school rosters, but they follow a special program. For the numbers of personnel available in each category, see Table 34 in Chapter IV.

Educational Treatments and Activities

The main purposes of the study were to compare the effectiveness of the pilot intermediate school and the junior high school with respect to achievement, aspects of attitude, and self concept, and to determine the degree to which some of the major goals of the intermediate school program had been achieved. The program differences of the intermediate schools, as compared to the traditional junior high school, constitute the treatments of this study. The most obvious difference is, of course, in the grade organization. Other differences are foreshadowed in the plans for the pilot intermediate schools as described in the 1965 Report to the Superintendent of Schools.[1]

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[1] New York City Public Schools. Primary School, Intermediate School, Four-Year Comprehensive High School: Committee Recommendations to the Superintendent of Schools. December 20, 1965.

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The study also included a determination of the extent to which major aspects of the actual intermediate school program varied from the planned program.

Briefly the goals of the intermediate schools were to be as follows, with the assumption being made that these implied changes from the current junior high school organization:

(1) Grade reorganizations from 7-8-9 to 5-6-7-8

(2) A shift in concentration from basic skills to skills of knowledge acquisition and development of human and social relationships

(3) Development of a new and relevant curriculum

(4) An increase in specialized services, i.e., guidance, remedial work, etc.

(5) Acquisition of appropriate textbooks, materials and equipment

(6) Location to provide greater opportunity for ethnic integration

(7) Planning buildings to meet the needs of small and large group instruction and special curricula, i.e., the creative and performing arts

(8) Introduction of educational teams to plan for individual and group instruction

(9) Individualization in programming and instruction

(10) Innovation of the sub-school or school-within-a-school to maximize pupil-teacher relationships.

In this report, an attempt was made to investigate the degree to which certain of the above planned characteristics were met by the pilot intermediate schools. To the extent that the changes and innovations planned became operative in pilot intermediate schools it was assumed that they contributed to any differences found when pupil responses in the intermediate schools were compared with the responses of pupils in the comparison junior high schools.

Instruments for Data Collection

Instruments used in the study included achievement tests, attitude scales, questionnaires, and interview schedules.

Achievement

Achievement data were available for all pupils from city-wide tests administered regularly by the Board of Education.

For reading comprehension, grade equivalent scores on the Metropolitan Achievement Tests in Reading, administered in October, 1966 and February, 1969, were used.

For mathematics, arithmetic computations and arithmetic problem solving and concepts, the Metropolitan Achievement Tests administered in February of 1969 were used.

Attitudes

Pupil attitudes were measured by two types of scales: (1) a Likert-type inventory "How I Feel About School," and (2) semantic differential scales.

Attitudes: How I Feel About School. For purposes of the comparison of intermediate and junior high school pupils a test of general attitude toward school was required. Ehrlich[2] had found that, although such general scores usually yielded no significant differences in comparative studies in the past, certain item clusters (derived from a factor analysis) did yield positive and moderately high correlations with achievement. It was decided, therefore, to use item clusters from the Ehrlich scale of "How I Feel About School." Thus, four aspects of pupil attitude toward school were to be tapped.

(1) FI: A dimension of attitude toward school related to the tolerability of the school situation, including reactions to behavior requirements and interpersonal relationships with teachers, classmates, and other personnel. It is a dimension of generalized negative effect. Correlations between this second-order dimension of attitude and reading achievement had yielded moderately high correlations in the Ehrlich study.[3]

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[2] Virginia Z. Ehrlich, The Dimension of Attitude toward School of Elementary School Children in Grades 3 to 6. New York: Teachers College, Columbia University, 1968. Unpublished doctoral dissertation.

[3] Virginia Z. Ehrlich, ibid, pp. 111-120.

(2) FII: A dimension of attitude toward school related to pupils' general enthusiasm for the extrinsic aspects of school and the fruits of schooling. This is a dimension of positive affect denoting a generalized euphoria for the school situation, and is to be distinguished from a zest for academic tasks and requirements, such as doing homework, applying oneself to a task, conforming with school expectations of behavior and work patterns. Correlations between this factor of uncritical pleasure with school and reading achievement were found to be low usually, and, when significant, negative.[4]

(3) FIII: A dimension of attitude related to pupils' need for activity and gregariousness and reactions to thwarting of these needs by school authorities. Although this second-order dimension had not yielded significant correlations with reading achievement, the first-order dimensions which it comprised did yield significant correlations.[5]

(4) F4: A first-order dimension of attitude toward classmates, which was also part of #1 above, but which yielded moderately high, positive correlations with reading achievement when considered separately. Since this was a first-order dimension derived from the factor analyses, it was designated F4, the arabic numerals being used to distinguish first-order from second-order factors.

The items of the inventory are Likert-type statements, to which pupils respond on a five-point scale: Strongly Agree, Agree, Uncertain, Disagree, Strongly Disagree. The highest values, ranging from 1 to 5, are assigned to responses indicating favorable attitudes.

In wording and context, the items are suitable for eighth grade pupils. The vocabulary level, a critical consideration, is based on average third grade abilities. The Principals' Evaluation Committee, with whom the Research Team consulted, reviewed the items for suitability of content and relevance to the pupil population. As a result of this consultation, a few items were modified or omitted, but these deletions do not materially affect the factor structure of the scales.[6]

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[4] Virginia Z. Ehrlich, *ibid*, pp. 111-120.

[5] Virginia Z Ehrlich *ibid* pp. 111-120.

[6] William W. Cooley and Paul F. Lohnes, *Multivariate Procedures for the Behavioral Sciences*. New York: John Wiley and Sons 1962 P 163

The Semantic Differential Scales. Osgood, Suci, and Tannenbaum[7] have shown that the semantic differential scales they derived have an evaluative component which can be used as a generalized measure of attitude. Scales were selected from their lists which had high loadings on this evaluative dimension. A few were changed, using synonyms for words analyzed by Osgood *et el.* to adapt the vocabulary to the population being tested.

Since it was desired to have measures of attitudes toward studying specific curriculum areas (i.e. English, mathematics, science, social science, humanities, typing, foreign language, art, music and guidance), a set of seven polar pairs of words was used for measuring attitudes toward studying these areas. The same set of scales was used for each curriculum area. (See Appendix B-17 and 18.)

The Self-Concept Scale. Since no self-concept test was available that could be considered suitable for the pupil population involved here, a set of 16 items was constructed and appended to the test, "How I Feel About School." (See Appendix B9 and 10, Items 75 to 90.) The items were reviewed by members of the Principals' Evaluation Committee who felt that they involved those aspects of the self-concept that seemed most relevant to the study. The items are concerned with pupil-teacher relationships, satisfaction with present status and future potential, acceptance by classmates and parents.

The Questionnaires

In order to obtain information about the operation of the pilot program and reactions of the staff to its operation, four questionnaires were prepared. (See Appendix C.) Principals were requested to complete the School Status Survey. Assistants-to-principal, guidance counselors, and teachers were also asked to complete separate questionnaires. The questionnaire for guidance counselors was a revision of one which had been developed in May, 1968, by Mrs. Clara Blackman, Assistant Director, Bureau of Educational and Vocational Guidance, to provide feedback for the training and supervision of counselors in the new program.

All questionnaires requested a brief professional history, information on present teaching assignment, description of the school program, and attitudes of the respondent to various aspects of the pilot intermediate school program.

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[7] Charles E. Osgood, George J. Suci, & Percy H. Tannenbaum, The Measurement of Meaning. Urbana, Illinois: University of Illinois Press, 1957.

Questionnaires were mailed to the schools for distribution to appropriate personnel. To encourage responding, self-addressed, stamped envelopes were included with forms for guidance counselors and teachers. In consultation with the principal of intermediate school 10P and the Assistant Superintendent for the Junior High School Division, it was decided that due to the atypical grade structure of school 10P, no questionnaire would be sent to personnel in that school.

The Curriculum Guidelines

The evaluation of the intermediate school curriculum was conducted by three consultants, all of whom had prepared the report on the evaluation of the first year of the program.[8] They were familiar with the New York City public school system, having served either as former teachers, administrators, or consultants. At the time of the present study, two of the consultants were professors of education at local universities; the third was associated with the Center for Urban Education. Brief notes about the consultants appear on page V-31.

The purpose for which the consultants were employed was to determine the extent to which the curricula designed specifically for the intermediate schools had been implemented.

The curriculum evaluators began their assignment by meeting for orientation and planning with the Bureau of Educational Research staff members responsible for the present study. Task force bulletins and other materials were made available to them. Each of the evaluators visited one full day in a school for discussion with the school personnel and, to the extent that time permitted, observation of the school program. In addition, six of the 14 schools were studied intensively. Each was visited three full days by a consultant. The additional days spent in the school enabled the evaluators to interview more personnel and observe classes and activities, particularly those which were involved in the pilot curriculum. Since the traditional junior high school curriculum was in use in the comparison schools, visits to them were not necessary.

An Interview Guide for Curriculum Evaluation (Appendix D) was designed to aid consultants in their observations and interviews and to insure uniformity in the topics covered in the curriculum evaluation. The curriculum consultants understood that the interview schedule was to serve as a guide.

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[8] Center for Urban Education, Grade Reorganization of Middle Schools in the Public School System. Project Director, Edward Frankel. September 1967.

The first section of the curriculum guide consisted of information which was to be obtained from every school on the first visit. It was basic data, extensive enough to provide a picture of the curriculum in schools visited only once, or suggestive of areas for further exploration on subsequent visits to the intensively studied schools. This first visit guide covered the following topics: curriculum materials, supervision, sub-school structure, service to the community, grouping, flexibility, description of the program (in terms of individual subject areas), goals, coordination of curriculum areas, programming, discipline, and attitudes. Prior to the consultants' first visit to the schools, each principal was sent a copy of the basic guide.

On second and third visits to the six intensively studied schools, the consultants used five additional interview guides: foreign language, typing, humanities, creative and performing arts, and guidance. Each of these guides covered the following topics: general information, curriculum materials, equipment and facilities, staffing, teacher training, coordination across curriculum areas, programming, individualization of instruction evaluation of pupil performance, articulation, and attitudes.

Technical Description of Procedures for Data Analyses

The procedures for analyzing the data gathered for this study included analyses of variance for objective tests, frequency counts of responses or percentages for questionnaire responses and census statistics, and descriptive summaries of observations and interviews.

The Achievement Tests

In order to compare achievement in reading and mathematics for IS and JHS pupils, it was necessary to match schools as well as pupil groups.

As has been explained above, the junior high school controls for the pilot intermediate schools were selected on the basis of the following criteria: ethnic structure, reading ability levels, locality, judgment of participating principals and district superintendents, and willingness to cooperate on the part of school administrators. (See Tables 1 and 2, pages II-2, II-3, II-4.)

The second phase was matching the pupil groups so that pupils of comparable initial status would be used. It was decided that the most universally applicable criterion for matching should be a reading comprehension score. Therefore, IS pupils were matched on a group basis with junior high pupils in a paired (or matched) school by using their reading comprehension grade equivalent scores for October, 1966 when the IS program began.

It is general knowledge that average reading levels and score ranges vary greatly from school to school in New York City. It was considered desirable to retain this essential difference between schools included in this study while obtaining comparable groups of pupils for the comparison junior high schools. Therefore, matching was done within three levels of reading ability, each level having a number of pupils that was in proportion to the frequency for that level in the total school population for that grade. Thus, each pair of schools had matched groups of pupils in all three levels, but the numbers within levels varied from school-pair to school-pair. The final analysis was done by total group, and not by levels.

The levels were based on the grade equivalent scores of the MAT Reading Comprehension for October, 1966. The upper level included grade equivalent scores ranging from 6.7 up. The norm would have been 6.1 at the time of taking the test. The middle range included scores from 4.4 to 6.6, and the lower range included all scores below 4.4. Although it was possible to match pupils on an individual basis to a great extent, the criterion was to equate the groups in range and means within levels.

In Tables 3 and 4, there are summaries of the results of this equating, showing the N's, ranges, and means by level for the boys and girls.

When all pupil groups had been matched, an analysis of variance was computed for schools by sex by treatment for Reading Comprehension (1966 and 1969), Arithmetic Computation (1969), and Arithmetic Problem Solving and Concepts (1969), all based on the same pupils.

The success of the matching is evident from the data in Table 5, which is the analysis of variance based on the 1966 Reading Comprehension scores. It will be seen from Table 5 that, although there is a significant F for schools, there is no difference between the treatments, i.e., the intermediate and junior high school pupils. Mean grade equivalent scores for these groups were 5.95 and 5.88 respectively. Means for the schools, however, ranged from 4.66 to 7.01.

The Attitude and Self-Concept Tests

A procedure similar to that described for achievement tests was used to match pupil groups for the attitude and self-concept tests. The 1966 Reading Comprehension score was the basis for matching, and most of the pupils used for the achievement tests were used again in these analyses. However, since not all pupils took all tests, it was necessary to substitute pupils with scores for those in the achievement group who had missed the attitude and self-concept tests. Even with such substitution, there was considerable attrition of data. Although it was possible to

Table 3

STATISTICS FOR MATCHED GROUPS OF BOYS USED FOR ACHIEVEMENT TESTS

Based on MAT Reading Comprehension Test, October 1966

(N = 40 per School)

School Code	Upper Ability Level			Middle Ability Level			Lower Ability Level		
	N	Range	Mean	N	Range	Mean	N	Range	Mean
15 C	11	11.8-6.7	9.1	13	6.1-4.4	5.1	16	4.2-3.0	3.6
C 1	11	11.8-6.7	9.1	13	6.1-4.4	5.1	16	4.2-3.0	3.6
8 Z	6	10.4-6.7	8.3	12	5.9-4.4	5.0	22	4.2-3.2	3.7
C 2	6	10.1-6.7	8.2	12	5.9-4.4	5.0	22	4.2-3.0	3.8
7 H	21	11.5-7.0	8.9	14	6.1-4.9	5.5	5	4.2-4.1	4.1
C 3	21	11.8-7.0	8.9	14	6.1-4.9	5.5	5	4.2-4.1	4.1
2 B	15	11.2-7.0	8.6	17	6.4-4.4	5.1	8	4.1-3.0	3.7
C 4	15	11.2-6.7	8.5	17	6.4-4.4	5.1	8	4.2-3.0	3.6
24 S	13	10.8-6.7	8.8	15	6.4-4.4	5.3	12	4.2-3.5	4.0
C 5	13	10.8-6.7	8.8	15	6.4-4.4	5.2	12	4.2-3.5	3.9
9 T	9	11.2-6.7	8.8	16	6.4-4.9	5.4	15	4.2-3.0	3.6
C 6	9	11.0-6.7	8.7	16	6.4-4.9	5.5	15	4.2-3.0	3.6
4 Y	4	9.0-7.0	7.6	18	6.4-4.4	5.3	18	4.2-3.0	3.8
C 7	4	9.4-6.7	8.0	18	6.4-4.4	5.3	18	4.2-3.0	3.7
6 L	20	11.2-6.7	8.0	12	6.4-4.9	5.7	8	4.2-3.0	3.8
C 8	20	10.8-6.7	7.9	12	6.4-4.9	5.7	8	4.2-3.0	3.8
18 E	15	11.0-6.7	8.7	18	6.4-5.3	5.9	7	4.2-3.7	3.9
C 9	15	11.2-6.7	8.7	18	6.4-5.3	5.9	7	4.2-3.7	3.9
21 G	4	8.4-7.3	7.9	21	6.4-4.6	5.4	15	4.2-3.0	3.9
C 10	4	8.4-7.3	7.9	21	6.4-4.4	5.4	15	4.2-3.0	3.0
17 J	19	12.2-7.0	9.3	17	6.4-4.9	5.6	4	4.2-3.4	3.9
C 11	19	12.2-7.0	9.3	17	6.4-4.9	5.6	4	4.2-3.4	3.9
14 D	15	10.1-7.3	8.7	14	6.4-4.9	5.4	11	4.2-3.0	3.7
C 12	15	10.1-7.3	8.7	14	6.4-4.9	5.4	11	4.2-3.0	3.7

Table 4

STATISTICS FOR MATCHED GROUPS OF GIRLS USED FOR ACHIEVEMENT TESTS

Based on MAT Reading Comprehension Test, October 1966

(N = 45 per School)

School	Upper Ability Level			Middle Ability Level			Lower Ability Level		
Code	N	Range	Mean	N	Range	Mean	N	Range	Mean
15 C	10	10.4-7.0	8.5	15	6.1-4.4	5.3	20	4.2-3.0	3.7
C 1	10	10.4-7.0	8.4	15	6.1-4.4	5.3	20	4.2-3.0	3.7
3 Z	5	8.4-7.0	7.8	23	6.4-4.4	5.3	17	4.2-3.0	3.8
C 2	5	8.4-7.0	7 9	23	6.4-4.6	5.3	17	4.2-3.0	3.8
7 H	20	11.5-7.0	9.3	22	6.4-4.1	5.5	3	4.2-3.9	4.1
C 3	20	11.5-7.3	9.3	22	6.4-4.1	5.6	3	4.2-3.7	4.0
2 B	21	11.8-6.7	9.2	16	6.4-4.4	5.3	8	4.2-3.0	3.7
C 4	21	11.8-6.7	9.2	16	6.4-4.4	5.4	8	4.2-3.0	3.7
24 S	17	11.8-6.7	9.0	17	6.4-4.6	5.6	11	4.2-3.5	4.0
C 5	17	11.8-6.7	8.9	17	6.4-4.6	5.6	11	4.2-3.4	3.9
9 T	5	9.0-6.7	7.7	26	5.5-4.4	4.9	14	4.2-3.0	3.8
C 6	5	9.0-6.7	7.7	26	5.5-4.4	4.9	14	4.2-3.0	3.8
4 Y	7	7.3-6.1	6.8	21	6.1-4.4	4.8	17	4.2-3.4	3.9
C 7	7	7.3-6.1	6.6	21	6.1-4.4	4.8	17	4.2-3.4	3.9
6 L	17	11.2-6.7	8.5	20	6.4-4.6	5.5	8	4.2-3.4	3.9
C 8	17	11.2-6.7	8.5	20	6.4-4.9	5.5	8	4.2-3.4	3.9
18 E	16	10.1-6.7	8.1	22	6.4-4.6	5.6	7	4.1-3.0	3.7
C 9	16	10.1-6.7	8.0	22	6.4-4.6	5.6	7	4.1-3.0	3.7
21 G	10	10.4-6.7	8.4	21	6.4-4.9	5.5	14	4.2-3.4	3.9
C 10	10	10.4-7.0	8.4	21	6.4-4.9	5.5	14	4.2-3.5	3.9
17 J	28	11.5-6.7	8.7	15	6.4-5.1	5.8	2	3.9-3.2	3.6
C 11	28	11.5-6.7	8.8	15	6.4-5.1	5.7	2	3.9-3.0	3.5
14 D	14	10.8-7.3	8.7	23	6.4-4.4	5.4	8	4.2-3.4	3.9
C 12	14	10.8-7.3	8.7	23	6.4-4.4	5.4	8	4.2-3.4	3.9

Table 5

ANALYSIS OF VARIANCE COMPARING IS AND JHS PUPILS ON READING COMPREHENSION
October 1966

Source of Variation	Mean Square	d.f.	F	P
School	97.094	11	15.2211	.0000
Sex	6.948	1	1.0892	.2970
Treatment	2.592	1	.4064	.5312
School x Sex	5.781	11	.9063	.5338
School x Treatment	6.088	11	.9543	.4872
Sex x Treatment	.828	1	.1299	.7195
School x Sex x Treatment	1.939	11	.3039	.9847
Within	6.879	1992		
TOTAL	6.835	2039		

include 12 school pairs in the analysis of the four scales derived from "How I Feel About School" and the self-concept scores, it was possible to do this for only six school pairs for the semantic differential scales. Secondly, the numbers of pupils for whom attitude scores were available decreased markedly. Analyses were done separately for boys and girls in order to retain the maximum number of cases per school.

In Tables 6, 7, 8, and 9, there are summaries of the results of this equating of pupil groups for attitudes and self-concepts. The N, ranges and means by level are given for boys and girls.

When all pupil groups had been matched on reading achievement, an analysis of variance by school and treatment was computed for boys and girls separately for each test.

Table 6

STATISTICS FOR MATCHED GROUPS OF BOYS USED FOR ATTITUDES AND SELF-CONCEPT INVENTORY

Based on MAT Reading Comprehension Test, October 1966

School Code	Upper Ability Level			Middle Ability Level			Lower Ability Level			Total N
	N	Range	Mean	N	Range	Mean	N	Range	Mean	
15 C	9	6.7-11.8	8.78	13	4.4-6.1	4.92	14	3.0-4.2	3.69	36
C 1	9	6.7-11.8	8.87	13	4.2-6.1	4.99	14	3.0-4.2	3.64	36
8 Z	7	6.7-10.4	8.39	7	4.4-5.9	5.21	15	3.0-4.2	3.70	29
C 2	7	6.7-10.1	8.26	7	4.4-5.9	5.10	15	3.0-4.2	3.75	29
7 H	21	7.0-11.5	8.90	14	4.9-6.1	5.47	5	4.1-4.2	4.14	40
C 3	21	7.0-11.8	8.89	14	4.9-6.1	5.47	5	3.7-4.1	3.94	40
2 B	12	6.7-11.2	8.19	17	4.4-6.4	5.16	8	3.0-4.1	3.70	37
C 4	12	6.7-11.2	8.19	17	4.4-6.4	5.13	8	3.0-4.2	3.63	37
24 S	9	7.6-10.8	9.09	15	4.4-6.4	5.31	12	3.2-4.2	3.94	36
C 5	9	7.6-10.4	9.09	15	4.4-6.4	5.38	12	3.5-4.2	3.92	36
12 U	3	8.4-11.5	9.77	7	5.1-6.4	5.73	6	3.0-4.2	3.58	16
C 6	3	8.7-11.0	10.03	7	5.1-6.4	5.77	6	3.0-4.2	3.62	16
4 Y	2	7.0- 7.6	7.30	15	4.4-6.4	5.11	17	3.0-4.2	3.81	34
C 7	2	6.7- 8.4	7.56	15	4.4-6.4	5.15	17	3.0-4.2	3.81	34
6 L	11	7.0-10.4	8.25	10	4.9-6.4	5.66	6	3.9-4.2	4.00	27
C 8	11	6.7-11.0	8.19	10	4.9-6.4	5.64	6	3.9-4.2	4.05	27
18 E	8	7.0-11.0	9.19	10	5.5-6.4	5.94	4	3.7-3.9	3.80	22
C 9	8	7.0-11.2	9.25	10	5.1-6.4	5.84	4	3.7-3.9	3.80	22
21 G	3	7.3- 8.4	8.03	19	4.4-6.4	5.21	7	3.4-4.2	3.91	29
C 10	3	6.7- 8.4	7.93	19	4.2-6.7	5.22	7	3.5-4.2	3.80	29
17 J	18	7.0-12.2	9.30	11	4.4-6.1	5.47	2	4.2-4.2	4.20	31
C 11	18	7.0-12.2	9.39	11	4.9-6.1	5.48	2	4.2-4.2	4.20	31
14 D	3	7.3- 9.7	8.67	6	4.6-5.7	5.12	3	3.5-4.2	3.93	12
C 12	3	7.3- 9.7	8.80	6	4.9-5.7	5.17	3	3.5-4.2	3.93	12

Table 7

STATISTICS FOR MATCHED GROUPS OF GIRLS USED FOR ATTITUDES AND SELF-CONCEPT INVENTORY

Based on MAT Reading Comprehension Test October 1966

School Code	Upper Ability Level			Middle Ability Level			Lower Ability Level			Total
	N	Range	Mean	N	Range	Mean	N	Range	Mean	N
15 C	9	7.0-10.4	8.49	15	4.4-6.1	5.19	16	3.0-4.2	3.68	40
C 1	9	7.0-10.4	8.41	15	4.2-6.1	5.23	16	3.0-4.2	3.73	40
8 Z	4	7.6- 8.4	8.00	24	4.4-6.4	5.30	12	3.2-4.2	3.82	40
C 2	4	7.6- 8.4	8.10	24	4.2-7.0	5.34	12	3.0-4.2	3.75	40
7 H	20	7.0-11.5	9.24	22	4.4-6.4	5.52	3	3.9-4.2	4.07	45
C 3	20	7.3-11.5	9.29	22	4.4-6.4	5.60	3	3.7-4.2	4.00	45
2 B	15	6.7-11.8	9.01	13	4.9-6.4	5.49	4	3.2-4.2	3.73	32
C 4	15	6.7-11.8	9.17	13	4.4-6.4	5.48	4	3.2-4.2	3.73	32
24 S	11	6.7-11.8	8.96	15	4.4-6.4	5.27	6	3.2-4.1	3.62	32
C 5	11	6.7-11.8	8.93	15	4.2-6.1	5.33	6	3.0-4.1	3.67	32
12 U	2	8.4- 9.0	8.70	10	4.6-6.4	5.50	4	4.1-4.2	4.13	16
C 6	2	8.4- 9.0	8.70	10	4.6-6.4	5.52	4	4.1-4.2	4.13	16
4 Y	4	6.7- 7.3	6.93	21	4.4-6.4	5.23	19	3.4-4.2	3.87	44
C 7	4	6.4- 7.0	6.63	21	4.4-6.4	5.27	19	3.4-4.2	3.90	44
6 L	11	6.7-12.2	8.76	14	4.6-6.1	5.38	8	3.4-4.2	3.94	33
C 8	11	6.7-12.2	8.76	14	4.6-6.1	5.35	8	3.4-4.2	3.93	33
18 E	10	7.0-10.1	8.17	19	4.6-6.4	5.56	7	3.0-4.1	3.76	36
C 9	10	6.7-10.1	8.09	19	4.6-6.4	5.62	7	3.0-4.1	3.66	36
21 G	9	6.7-10.4	8.30	19	4.9-6.1	5.38	11	3.4-4.2	3.96	39
C 10	9	7.0-10.4	8.30	19	4.4-6.1	5.43	11	3.5-4.2	4.05	39
17 J	24	6.7-11.5	8.99	10	4.9-6.4	5.68	2	3.2-3.9	3.55	36
C 11	24	6.7-11.5	9.01	10	4.9-6.4	5.67	2	3.0-3.9	3.45	36
14 D	4	7.3-10.1	8.78	5	4.4-6.4	5.04	2	3.0-3.4	3.20	11
C 12	4	7.3- 9.7	8.68	5	4.4-6.4	5.08	2	3.4-3.7	3.55	11

Table 8

STATISTICS FOR MATCHED GROUPS OF BOYS USED FOR SEMANTIC DIFFERENTIAL SCALES

Based on MAT Reading Comprehension Test, October 1966

School	Upper Ability Level			Middle Ability Level			Lower Ability Level			Total[a]
Code	N	Range	Mean	N	Range	Mean	N	Range	Mean	N
8 Z	6	6.7-10.4	8.52	4	5.3-5.9	5.65	12	3.0-4.2	3.67	22
C 2	6	6.7-10.1	8.42	4	5.1-5.9	5.45	12	3.0-4.2	3.68	22
7 H	20	7.0-11.5	8.99	12	4.9-6.1	5.45	5	4.1-4.2	4.14	37
C 3	20	7.0-11.8	8.96	12	4.9-6.1	5.45	5	3.7-4.1	4.02	37
2 B	7	6.7-11.2	8.43	12	4.4-6.4	5.16	8	3.0-4.1	3.71	27
C 4	7	6.7-11.2	8.43	12	4.4-6.4	5.13	8	3.0-4.2	3.63	27
12 U	3	8.4-11.5	9.77	7	5.1-6.4	5.73	6	3.0-4.2	3.58	16
C 6	3	8.7-11.0	10.03	7	5.1-6.4	5.77	6	3.0-4.2	3.62	16
6 L	5	7.0-10.4	8.34	9	4.9-6.4	5.66	5	3.9-4.2	4.02	19
C 8	5	6.7-11.0	8.20	9	4.9-6.4	5.66	5	3.9-4.2	4.04	19
21 G	3	7.3- 8.4	8.03	19	4.4-6.4	5.21	6	3.4-4.2	3.92	28
C 10	3	6.7- 8.4	7.93	19	4.2-6.7	5.24	6	3.2-4.2	3.82	28

[a] The numbers of pupils per school reported in this table vary slightly from the analyses of variance for the semantic differential tests since a few pupils did not take all four tests.

Table 9

STATISTICS FOR MATCHED GROUPS OF GIRLS USED FOR SEMANTIC DIFFERENTIAL SCALES

Based on MAT Reading Comprehension Test, October 1966

School	Upper Ability Level			Middle Ability Level			Lower Ability Level			Total[a]
Code	N	Range	Mean	N	Range	Mean	N	Range	Mean	N
8 Z	3	8.0- 8.4	8.13	20	4.4-6.4	5.47	8	3.4-4.2	3.94	31
C 2	3	8.0- 8.4	8.27	20	4.4-7.0	5.47	8	3.4-4.2	3.95	31
7 H	19	7.0-11.5	9.34	19	4.4-6.4	5.51	3	3.9-4.2	4.07	41
C 3	19	7.3-11.5	9.39	19	4.4-6.4	5.58	3	3.7-4.2	4.00	41
2 B	7	8.0-11.8	9.59	11	4.9-6.4	5.60	4	3.2-4.2	3.73	22
C 4	7	8.4-11.8	9.80	11	4.9-6.4	5.65	4	3.2-4.2	3.73	22
12 U	2	8.4- 9.0	8.70	10	4.6-6.4	5.50	4	4.1-4.2	4.13	16
C 6	2	8.4- 9.0	8.70	10	4.6-6.4	5.52	4	4.1-4.2	4.13	16
6 L	9	6.7-12.2	8.93	12	4.6-6.1	5.24	8	3.4-4.2	3.94	29
C 8	9	6.7-12.2	8.93	12	4.6-6.1	5.24	8	3.4-4.2	3.93	29
21 G	9	6.7-10.4	8.30	19	4.9-6.1	5.38	11	3.4-4.2	3.96	39
C 10	9	7.0-10.4	8.30	19	4.4-6.1	5.43	11	3.5-4.2	4.05	39

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[a] The numbers of pupils per school reported in this table vary slightly from the analyses of variance for the semantic differential tests since a few pupils did not take all four tests.

The Questionnaires

For purposes of analysis, the questionnaires for school personnel (Appendix C) were processed in two parts. To provide a description of the pilot program, items of factual information were tabulated in terms of simple frequencies and percentages. Most of the factual items were pre-coded or were those which required a short answer. In addition, a separate analysis was made of those items which referred to attitudes of the respondent toward the pilot program. Summary descriptions as well as direct quotations were used to provide a qualitative description of attitudes.

The Curriculum Guidelines

The curriculum consultants recorded on the Interview Guide for Curriculum Evaluation (Appendix D) data obtained from interviews and observations at each school they had visited. Using the completed guides, the consultants met several times as a group to consolidate their information. Their deliberations resulted in a report which evaluated the extent to which the curricular areas under study had been implemented in the 14 schools. This evaluation is included in Chapter V of the present report.

CHAPTER III

FINDINGS: OBJECTIVE TESTS ADMINISTERED TO PUPILS: ACHIEVEMENT, ATTITUDES, SELF-CONCEPTS

The report of findings has been divided into four sections. In this chapter, findings with respect to objective tests administered to pupils will be discussed. In Chapter IV, findings based on questionnaires and interviews with school personnel will be presented. Findings with respect to curriculum will be presented in Chapter V, and findings with respect to desegregation, integration and mobility appear in Chapter VI.

FINDINGS IN ACHIEVEMENT

Students in the study had been administered the Metropolitan Achievement Tests as part of the city-wide testing program. As sixth graders in October 1966, they had taken the Intermediate Form of the Reading Comprehension subtest. In February 1969 these same students, then in the eighth grade were administered the Intermediate and Advanced Forms of the same subtest and, in addition, the Arithmetic Computations and Arithmetic Problem Solving and Concepts subtests. Based on the grade equivalent scores of these students, four analyses of variance were computed for main effects and interactions by school, sex, and treatment for the four subtests: Reading Comprehension (1966 and 1969), Arithmetic Computations (1969), and Arithmetic Problem Solving and Concepts (1969).

In the discussion of the analysis of variance for the 1966 Reading Comprehension Test, which is summarized in Table 5 on page 15 of Chapter II, mention was made of the significant F ($p < .0000$) for main effects due to school. The same level of significance ($p \leq .0000$) was found for schools in the analysis of variance for the other three tests also. Table 10 presents the range of mean grade equivalent scores for the 12 paired schools on the four tests.

Table 10

RANGE OF MEAN GRADE EQUIVALENT SCORES ON METROPOLITAN ACHIEVEMENT TESTS FOR MAIN EFFECTS DUE TO SCHOOL
(For 12 Paired Schools)

Test	Range of Means
Reading Comprehension, 1966	4.66 - 7.01
Reading Comprehension, 1969	6.42 - 9.47
Arithmetic Computation, 1969	6.03 - 8.64
Arithmetic Problem Solving and Concepts, 1969	6.10 - 8.67

Findings for Reading Achievement

Table 5, which summarizes the analysis of variance for the 1966 Reading Comprehension Test, was previously discussed in Chapter II in connection with the success achieved in the matching of intermediate and junior high school students on grade equivalent scores achieved at the commencement of the pilot intermediate school program. The only significant difference on this test was for main effects due to school.

For the 1969 Reading Comprehension Test, also, the only significant F was obtained for schools. Table 11 indicates there is no significant difference due to sex or to treatment. The mean grade equivalent scores for boys was 8.02 and for the girls, 7.92. The mean grade equivalent scores for the intermediate and junior high school pupils were 8.04 and 7.90, respectively.

Table 11

ANALYSIS OF VARIANCE COMPARING IS AND JHS PUPILS ON READING COMPREHENSION
February 1969

Source of Variation	Mean Square	d.f.	F	p
Schools	171.758	11	16.6356	.0000
Sex	5.138	1	.4976	.4879
Treatment	10.040	1	.9724	.3465
School x Sex	11.627	11	1.1261	.3355
School x Treatment	11.327	11	1.1455	.3204
Sex x Treatment	1.373	1	.1329	.7165
School x Sex x Treatment	7.453	11	.7219	.7198
Within	10.325	1992		
TOTAL	11.188	2039		

Findings for Arithmetic Achievement

The analysis of variance for Arithmetic Computations is summarized in Table 12. In addition to the significant F for schools ($p < .0000$), a significant difference ($p = .0188$) was found for the interaction of school and treatment. Since there was no significant difference for treatment main effects nor for any other effects, it would appear that the effect of treatment depends upon the schools. The difference in means for main treatment effects, though not significant, was higher for junior high school (7.42) than for the intermediate school students (7.24). No other differences for the Arithmetic Computations Test were significant.

Table 12

ANALYSIS OF VARIANCE COMPARING IS AND JHS PUPILS ON ARITHMETIC COMPUTATIONS February 1969

Source of Variation	Mean Square	d.f.	F	p
School	141.790	11	16.4928	.0000
Sex	8.677	1	1.0093	.3162
Treatment	15.686	1	1.8246	.1734
School x Sex	4.400	11	.5118	.8968
School x Treatment	17.875	11	2.0792	.0188
Sex x Treatment	14.070	1	1.6366	.1979
School x Sex x Treatment	7.976	11	.9277	.5127
Within	8.597	1992		
TOTAL	9.346	2039		

In Table 13 there appears a summary of the analysis of variance comparing eighth grade intermediate school and junior high school pupils on the Arithmetic Problem Solving and Concepts subtests. Here, in addition to the significant difference (p<.0000) in main effects due to school, there was also a significant difference (p =.0073) in main effects due to treatment, in favor of the junior high school pupils. The mean grade equivalent score for these students was 7.45, while the mean grade equivalent score for intermediate school students was 7.16.

The three interaction effects involving treatment (school x treatment, sex x treatment, and school x sex x treatment) were significant at the .0001, .0500, and .0199 levels, respectively. As can be seen from Table 14, in eight of the 12 paired schools the mean for the junior high school was larger than the mean for the comparison intermediate school, irrespective of sex. The means for boys, irrespective of school, were higher for JHS students (7.30) than for IS students (7.22). Findings for the girls on the interaction of sex and treatment, irrespective of school, were also in favor of the junior high school students, who had a mean grade equivalent score of 7.60 as compared with 7.10 for girls in the intermediate schools.

Since there was a significant difference in main effects for treatment but not for sex, the effect on sex appears to have depended upon the treatment. The means were in favor of the boys in the IS (boys, 7.22 and girls, 7.10), and in favor of the girls in the JHS (girls, 7.60 and boys, 7.30).

Table 13 also indicates that the F for the two-way interaction effects was significant (p = .0199) for the Arithmetic Problem Solving and Concepts subtest. In five of the pairs of schools, JHS boys and girls both performed better than IS boys and girls; in four of the pairs of schools, JHS boys, but not the girls, performed better than their IS counterparts; and in three pairs of schools, IS boys and girls had higher mean grade equivalent scores than had JHS students of both sexes.

Table 13

ANALYSIS OF VARIANCE COMPARING IS AND JHS PUPILS ON ARITHMETIC PROBLEMS AND CONCEPTS - February 1969

Source of Variation	Mean Square	d.f.	F	p
School	121.815	11	20.1794	.0000
Sex	4.219	1	.6989	.4126
Treatment	43.595	1	7.2218	.0073
School x Sex	7.976	11	1.3212	.2053
School x Treatment	22.823	11	3.7807	.0001
Sex x Treatment	22.600	1	3.7437	.0500
School x Sex x Treatment	12.450	11	2.0624	.0199
Within	6.037	1992		
TOTAL	6.822	2039		

Table 14

MEANS BY SCHOOL FOR ARITHMETIC PROBLEM SOLVING AND CONCEPTS (N = 85, 40 BOYS AND 45 GIRLS PER SCHOOL)

School Pair	IS Mean	JHS Mean
15C - C1	6.30	6.65
8Z - C2	6.28	5.93
7H - C3	8.16	8.06
2B - C4	7.10	7.54
24S - C5	6.74	7.61
9T - C6	6.47	6.57
4Y - C7	5.94	6.71
6L - C8	7.82	7.72
18E - C9	7.43	9.12
21G - C10	6.79	7.09
17J - C11	9.29	8.04
14D - C12	7.54	8.33

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Summary

In comparing the achievement of IS and JHS pupils in reading and mathematics, few significant differences were found between the intermediate and junior high schools, or between boys and girls, although there was significant variation among schools.

Except for differences among schools, the comparison between intermediate and junior high school pupils on Reading Comprehension yielded no significant differences.

On the Arithmetic Computations subtest a significant difference occurred in the interaction of school and treatments. Since main effects for school, but not for group, were significant, the effect of treatment appears to have depended upon the differences among the schools, and was in favor of the junior high school students.

The only achievement subtest for which there was a significant difference between groups was Arithmetic Problem Solving and Concepts, on which the junior high school pupils performed more favorably than did the intermediate school pupils.

FINDINGS IN ATTITUDES AND SELF-CONCEPT

In the following section the findings for attitudes toward aspects of school and self-concept are presented.

Findings for Attitude toward School

Tests were administered to IS and JHS pupils in several aspects of attitude toward school. Sub-scores of the test, "How I Feel About School" (See Appendix B), yielded measures of attitude toward (1) the tolerability of school and inter-personal relations, (2) enthusiasm for the extrinsic aspects of school and the fruits of schooling, (3) satisfaction of needs for activity and gregariousness, and (4) attitude toward classmates in general. Semantic differential scales yielded scores on attitude toward studying English, social studies, mathematics, and science.

In general, there were no significant differences in attitudes between pupils in the intermediate schools and those in junior high schools for any sub-test of the attitude inventory, "How I Feel About School," for either the boys or the girls. There were some significant differences between schools, but these were not relevant to the study since the between school differences occurred without respect to whether the schools were intermediate or junior high schools. There were no systematic differences between the two types of school.

Tables 15 and 16 present the data for the analysis of variance for the score on tolerability of school and interpersonal relations for boys and girls. The means for the IS and JHS boys were 57.24 and 58.40, respectively; for the IS and JHS girls, 51.14 and 48.62, respectively.

Table 15

ANALYSIS OF VARIANCE COMPARING IS AND JHS BOYS ON ATTITUDE TOWARD SCHOOL
FI: DIMENSION OF SCHOOL TOLERABILITY AND INTERPERSONAL RELATIONS

Source of Variation	Mean Square	d.f.	F	p
Schools	3292.400	11	2.1049	.0181
Treatments	196.751	1	0.1258	.7236
Interaction	1046.181	11	0.6688	.7698
Within	1564.174	674		
TOTAL	1581.312	697		

Table 16

ANALYSIS OF VARIANCE COMPARING IS AND JHS GIRLS ON ATTITUDE TOWARD SCHOOL
FI: DIMENSION OF SCHOOL TOLERABILITY AND INTERPERSONAL RELATIONS

Source of Variation	Mean Square	d.f.	F	p
Schools	2133.421	11	1.2652	.2394
Treatments	1072.341	1	0.6359	.4336
Interaction	3061.472	11	1.8156	.0473
Within	1686.209	784		
TOTAL	1710.290	807		

Tables 17 and 18 summarize the analysis of variance for the second dimension of attitude tested, Enthusiasm for School and the Fruits of Schooling. There was no significant difference between treatments, although the p for the girls, .0548, suggests a possibility for further exploration. Means for the IS and JHS boys were 60.31 and 58.99, respectively; for the IS and JHS girls, 56.82 and 51.34, respectively.

Table 17

ANALYSIS OF VARIANCE COMPARING IS AND JHS BOYS ON ATTITUDE TOWARD SCHOOL FII: DIMENSION OF ENTHUSIASM FOR SCHOOL AND THE FRUITS OF SCHOOLING

Source of Variation	Mean Square	d.f.	F	p
Schools	2917.261	11	2.3336	.0082
Treatments	272.207	1	0.2177	.6462
Interaction	1220.230	11	0.9761	.4678
Within	1250.110	674		
TOTAL	1274.546	697		

Table 18

ANALYSIS OF VARIANCE COMPARING IS AND JHS GIRLS ON ATTITUDE TOWARD SCHOOL FII: DIMENSION OF ENTHUSIASM FOR SCHOOL AND THE FRUITS OF SCHOOLING

Source of Variation	Mean Square	d.f.	F	p
Schools	2671.617	11	1.8798	.0383
Treatments	5118.027	1	3.6012	.0548
Interactions	4195.722	11	2.9522	.0010
Within	1421.217	784		
TOTAL	1480.660	807		

The analysis of variance for the third subtest of the Attitude Inventory, on Need for Activity and Gregariousness, is presented in Table 19 for boys and Table 20 for girls. Again, there were no significant differences between IS pupils in either the boys' or the girls' analysis. Means for the IS and JHS boys were 21.11 and 22.17, respectively; for the IS and JHS girls, 21.61 and 20.86, respectively.

Table 19

ANALYSIS OF VARIANCE COMPARING IS AND JHS BOYS ON ATTITUDE TOWARD SCHOOL FIII: DIMENSION OF NEED FOR ACTIVITY AND GREGARIOUSNESS

Source of Variation	Mean Square	d.f.	F	p
Schools	83.397	11	1.1444	.3228
Treatments	170.911	1	2.3454	.1220
Interaction	120.953	11	1.6598	.0781
Within	72.872	674		
TOTAL	73.938	697		

Table 20

ANALYSIS OF VARIANCE COMPARING IS AND JHS GIRLS ON ATTITUDE TOWARD SCHOOL FIII: DIMENSION OF NEED FOR ACTIVITY AND GREGARIOUSNESS

Source of Variation	Mean Square	d.f.	F	p
Schools	505.883	11	5.9693	.0000
Treatments	96.452	1	1.1381	.2862
Interaction	123.191	11	1.4536	.1438
Within	84.747	784		
TOTAL	91.026	807		

In the Ehrlich study, two levels of dimensions of attitude were derived from the factor analysis, based on first- and second- order factors. The three dimensions discussed above were second- order dimensions encompassing several first-order factors. One of these first-order factors was attitude toward classmates, which was part of the dimension of school tolerability and interpersonal relations. Since Ehrlich had obtained more significant correlations with first-order dimensions than with the more inclusive second-order dimensions, it was desirable to investigate the classmates cluster of items independently.[1]

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[1] Kahn factor analyzed a 122-item inventory of attitudes, study habits, motivation, etc., which he administered to junior high school pupils. He, too, found that sub-scores were more useful than overall scores in measuring attitudes. S. B. Kahn, "Affective Correlates of Academic Achievement," Journal of Educational Psychology, 1969, 60:3:216-221.

Tables 21 and 22 present the analyses of variance for the attitude toward classmates for boys and girls. Even at this level of attitude structure, no significant differences between IS and JHS pupils emerged. For IS boys, the mean was 30.07; for JHS boys, the mean was 30.26. For girls, the IS mean was 29.61, and the JHS mean was 29.74.

Table 21

ANALYSIS OF VARIANCE COMPARING IS AND JHS BOYS ON ATTITUDE TOWARD SCHOOL
F4: DIMENSION OF REACTIONS TO CLASSMATES

Source of Variation	Mean Square	d.f.	F	p
Schools	153.786	11	1.6453	.0817
Treatments	5.350	1	0.0572	.8062
Interaction	136.327	11	1.4585	.1422
Within	93.471	674		
TOTAL	94.973	697		

Table 22

ANALYSIS OF VARIANCE COMPARING IS AND JHS GIRLS ON ATTITUDE TOWARD SCHOOL
F4: DIMENSION OF REACTIONS TO CLASSMATES

Source of Variation	Mean Square	d.f.	F	p
Schools	789.222	11	6.4783	.0000
Treatments	2.775	1	0.0228	.8748
Interaction	248.559	11	2.0403	.0223
Within	121.825	784		
TOTAL	132.503	807		

Another aspect of attitude toward school is reaction to the study of various curriculum areas. The intermediate and junior high schools had four major subject areas that were common to both and that were not affected by the changes in the IS curriculum. These areas were: English, mathematics, science, and social studies. Where the study of humanities was associated with either the English or social studies department it was considered an additional area of study with extra time allotted. The basic curriculum in English or social studies was retained. Nevertheless, the alliance of these two subjects with humanities may have influenced pupil reactions to the major subjects. A comparison of pupil attitudes toward studying these four major subjects in intermediate and junior high schools seemed desirable. A set of seven semantic differential scales was used to measure attitudes toward studying each of the four areas: English, social studies, mathematics, and science. The same set of scales was used for all areas. (See Appendix B.)

Analyses of variance comparing attitudes of pupils in the intermediate and junior high schools, computed separately for boys and girls, yielded only two significant differences between the two types of school, for boys in studying social studies and science. Both favored the intermediate school program.

As in the analyses for achievement and dimensions of attitude, the individuality of schools, whether intermediate or junior high school, was evident in the significant F's obtained in the between schools comparisons for these scales. There were significant differences by schools in all four areas for girls and in English and science for the boys.

Tables 23 and 24 present a summary of the analysis of variance for the boys and girls on Attitudes toward Studying English. Note that there are no significant differences between intermediate and junior high school pupils, although there are significant differences by schools. For the girls, there is also a significant interaction for school and group.

Table 23

ANALYSIS OF VARIANCE COMPARING IS AND JHS BOYS ON ATTITUDE TOWARD STUDYING ENGLISH

Source of Variation	Mean Square	d.f.	F	p
Schools	161.798	5	3.1967	.0082
Treatments	29.119	1	0.5753	.4563
Interaction	88.453	5	1.7476	.1229
Within	50.613	282		
TOTAL	53.083	293		

Table 24

ANALYSIS OF VARIANCE COMPARING IS AND JHS GIRLS ON ATTITUDE TOWARD STUDYING ENGLISH

Source of Variation	Mean Square	d.f.	F	p
Schools	158.928	5	3.1968	.0080
Treatments	72.329	1	1.4549	.2264
Interaction	344.070	5	6.9208	.0000
Within	49.715	342		
TOTAL	55.512	353		

In Table 25, there is a summary of the analysis of variance for Attitude toward Studying Social Studies for boys. Here there was a significant difference (p = .0209) between the IS and JHS boys, favoring the intermediate schools. The mean for the IS boys was 38.08, while the mean for the JHS boys was 35.47. The means for the intermediate schools were higher than those for the junior high schools in all but one case. These means are given in Table 26.

Table 25

ANALYSIS OF VARIANCE COMPARING IS AND JHS BOYS ON ATTITUDE TOWARD STUDYING SOCIAL STUDIES

Source of Variation	Mean Square	d.f.	F	p
Schools	156.827	5	1.8036	.1112
Treatments	459.721	1	5.2871	.0209
Interaction	106.433	5	1.2240	.2971
Within	86.951	282		
TOTAL	89.749	293		

Table 26

MEANS BY SCHOOL FOR BOYS ON
ATTITUDE TOWARD STUDYING SOCIAL STUDIES

School Pair	N Per School	IS Mean	JHS Mean
8Z - C2	22	40.36	38.10
7H - C3	36	40.14	32.97
2B - C4	27	36.22	34.69
12U - C6	16	34.44	36.14
6L - C8	19	35.89	34.42
21G - C10	27	41.43	36.50

Table 27 summarizes the analysis of variance for the girls on Attitude toward Studying Social Studies. Unlike the boys, there was no significant difference between the IS and JHS girls. There was, however, a significant difference among schools and in the interaction of schools and treatments.

Table 27

ANALYSIS OF VARIANCE COMPARING IS AND JHS GIRLS ON
ATTITUDE TOWARD STUDYING SOCIAL STUDIES

Source of Variation	Mean Square	d.f.	F	p
Schools	242.998	5	2.5988	.0249
Treatments	69.565	1	0.7440	.3995
Interaction	175.055	5	1.8722	.0977
Within	93.503	342		
TOTAL	96.717	353		

The comparison between IS and JHS pupils on Attitude toward Studying Mathematics yielded no significant differences between the groups for either the boys or the girls. There was a significant difference (p = .0000) among schools and for the interaction of schools by treatment for the girls. A summary of the analysis of variance for these data appears in Tables 28 and 29.

Table 28

ANALYSIS OF VARIANCE COMPARING IS AND JHS BOYS ON ATTITUDE TOWARD STUDYING MATHEMATICS

Source of Variation	Mean Square	d.f.	F	p
Schools	102.465	5	1.0329	.3989
Treatments	3.235	1	0.0326	.8511
Interaction	155.489	5	1.5674	.1683
Within	99.201	286		
TOTAL	99.880	297		

Table 29

ANALYSIS OF VARIANCE COMPARING IS AND JHS GIRLS ON ATTITUDE TOWARD STUDYING MATHEMATICS

Source of Variation	Mean Square	d.f.	F	p
Schools	469.575	5	4.6576	.0006
Treatments	25.060	1	0.2486	.6245
Interaction	326.180	5	3.2353	.0074
Within	100.820	342		
TOTAL	109.021	353		

In Attitude toward Studying Science, there was a significant difference ($p = .0212$) between IS and JHS boys, favoring the intermediate schools. Means for the IS and JHS boys were 39.22 and 36.44, respectively. There was no corresponding difference for the girls. The analysis of variance for the boys appears in Table 30, and for the girls, in Table 31.

Table 30

ANALYSIS OF VARIANCE COMPARING IS AND JHS BOYS ON ATTITUDE TOWARD STUDYING SCIENCE

Source of Variation	Mean Square	d.f.	F	p
Schools	242.621	5	2.3949	.0372
Treatments	533.419	1	5.2653	.0212
Interaction	53.906	5	0.5321	.7543
Within	101.309	286		
TOTAL	104.344	297		

Table 31

ANALYSIS OF VARIANCE COMPARING IS AND JHS GIRLS ON ATTITUDE TOWARD STUDYING SCIENCE

Source of Variation	Mean Square	d.f.	F	p
Schools	358.722	5	3.1706	.0084
Treatments	173.636	1	1.5347	.2137
Interaction	40.246	5	0.3557	.8787
Within	113.141	342		
TOTAL	115.759	353		

Findings for Pupil Self-Concept

Self-concept is not an easily defined term. As used here, it was restricted to pupil's sense of satisfaction with his health, progress in school, relations with counselors, teachers, and classmates, parental approval of school-related behavior, and general feeling of contentment in the school. The 16 items used touched upon those areas that the research team, in consultation with the Principals' Evaluation Committee, considered most relevant for the pupil population. (Appendix B-9 and 10, Items 75 to 90)

The analysis of variance for these self-concept items was obtained for the same pupils used for the four dimensions of attitude in the inventory, "How I Feel About School," The self-concept items were appended to that scale (items 75 to 90). Neither the analysis for boys nor that for girls yielded a significant difference between the IS and JHS pupils. There was a significant difference ($p = < .0000$) among schools for the girls, but not for the boys. These data are summarized in Tables 32 and 33.

Table 32

ANALYSIS OF VARIANCE COMPARING IS AND JHS BOYS
ON SELF CONCEPTS

Source of Variation	Mean Square	d.f.	F	p
Schools	449.366	11	1.6061	.0921
Treatments	269.871	1	0.9646	.3481
Interaction	717.581	11	2.5648	.0037
Within	279.778	674		
TOTAL	289.350	697		

Table 33

ANALYSIS OF VARIANCE COMPARING IS AND JHS GIRLS
ON SELF CONCEPTS

Source of Variation	Mean Square	d.f.	F	p
Schools	2511.655	11	6.9119	.0000
Treatments	67.020	1	0.1844	.6717
Interaction	617.684	11	1.6998	.0686
Within	363.381	784		
TOTAL	395.762	807		

Summary

In comparing the attitudes of IS and JHS pupils toward various aspects of school, few significant differences were found between the groups, although there was significant variation among schools. In terms of general enthusiasm for school and the fruits of schools, IS girls showed more favorable attitudes than JHS girls. In terms of studying various curriculum areas common to both school types, significant differences were found for boys in the intermediate school in only two areas: Attitude toward Studying Social Studies and toward Studying Science.

The comparison between intermediate and junior high school pupils on self-concepts yielded no significant differences for either boys or girls.

CHAPTER IV

FINDINGS BASED ON SCHOOL PERSONNEL QUESTIONNAIRES

Information obtained from the questionnaires for principals, assistants-to-principal, guidance counselors, and teachers is presented in this chapter. For each category, the data have been analyzed and discussed in two sections: (1) responses in terms of descriptive data, and (2) reactions and attitudes. Table 34 gives the number and proportion of staff members who returned questionnaires.

FINDINGS: THE PRINCIPALS QUESTIONNAIRE
(School Status Survey)

The questionnaire sent to principals was entitled School Status Survey (Appendix C) and covered descriptive data on biographical information, school buildings, staffing, facilities, class and school reorganization, curriculum, sociometric data, parental activities, workshops, as well as reactions to the program.

Descriptive Data

There were twelve responses from the thirteen principals of pilot intermediate schools to whom School Status Survey Questionnaires were sent. No reply was received from the principal of school 12U. By mutual consent of the Assistant Superintendent for Junior High Schools and the principal of IS 10P, that school was not included in this phase of the study.

Background Information

Four of the 12 schools received new principals since the beginning of the program. Two of these were licensed assistants-to-principal who were acting principals. The respondents indicated they had had from seven to 20 years of teaching experience. All except two respondents taught in grades included in the intermediate school organization.

School Buildings

The range in age of the 12 pilot intermediate school buildings was from three to seventy-three years, with twelve years the median age. Four of the buildings were built during the past five years. Three of these were opened as pilot intermediate schools at the inception of the program in 1966. Three schools were built during the 1950's. The others were thirty or more years old. One of the eight schools which was more than five years old was undergoing modernization at the time of this study. The other seven schools were modernized or converted to intermediate schools during 1965 or 1966.

Table 34

QUESTIONNAIRE RESPONSE FROM 13 PILOT INTERMEDIATE SCHOOLS[a]
(June 1969)

Source for Number on Staff: School Organization Sheets, February, 1969

School Code	Assistants-to-Principal Number On Staff	Response No.	%	Guidance Counselors Number On Staff	Response No.	%	Teachers Approx. No. On Staff[b]	Response No.	%
15C	4	2	50	5	5	100	113	30	27
8Z	4	0	0	4	2	50	104	41	39
7H	5	4	80	5	3	60	78	27	35
2B	3	1	33	5	2	40	93	30	32
24S	4	0	0	4	3	75	83	29	35
9T	5	4	80	5	5	100	95	38	40
4Y	6	1	17	5	2	40	100	8	8
12U	4	0	0	3	1	33	85	12	14
6L	4	2	50	5	3	60	87	38	44
18E	5	2	40	5	5	100	89	61	69
21G	3	3	100	3	3	100	66	51	77
17J	5	3	40	4	4	100	78	37	47
14D	6	5	83	4	4	100	109	27	25
Total	58	27	47	57	42	74	1,180	429	36

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[a] Intermediate School 10P was not included in this phase of the study.

[b] Excludes teachers of classes which are not involved in the pilot intermediate school program, e.g., CRMD, ninth grade.

Staffing

Principals were asked what personnel they had and what they felt they should have to achieve the objectives of the intermediate school program. The following positions were listed by the majority of principals as being in sufficient numbers for their school needs: teacher of children with retarded mental development (CRMD), audio-visual teacher, librarian, laboratory specialist, dietician, and custodian. The principals listed the following positions as being inadequate for their school needs: health counselor, dentist, medical doctor, attendance teacher, remedial teacher, dean, and school community coordinator.

The consensus among principals was that, due to budget cuts, essential staff positions had been eliminated. At the same time, enrollment had increased and the pilot program was expanded from one to three grades as the children progressed from grade 6 to grade 8. In most schools, the guidance staff allotment remained at the same level as the original pilot allowance, with no increase as grades were added. In many schools, the number of these positions, also, had been reduced.

Principals were very explicit in expressing their frustration at the reduction in personnel allotment and its effect on the pilot program. They were unanimous in their feeling that, without adequate staff, implementation of the pilot program was impossible. Especially affected were programs which required a low total staff-pupil ratio; individualized programming, team planning and teaching, the creative and performing arts curriculum, guidance, and subschool organization. Many principals were completing the questions about staff positions at the time when the drastically reduced allotments for 1969-1970 were announced.[1] Comments reflected displeasure with the reductions as well as the lateness of the announcement. One principal suggested that the position allotments for the following academic year be available no later than April 15th and that all appointments and transfers be acted upon before May so that organizations could be planned efficiently.

Principals commented on various aspects of the staffing problem. One was the elimination of transfer privileges granted the first year of the Program, which enabled principals of pilot schools to obtain teachers, who might not have met customary requirements for transfer, from any elementary or junior high school in the city, as long as no more than two teachers were taken from one school. The right of district superintendents to "veto" principals' requests for staff positions was mentioned by one principal as contributing to the staffing problem.[2] Additional comments referred to increased building security needs, the lateness of notices of staff allotments and actions on appointments and transfers for the coming school year, the need to reduce the overcrowded registers, and the need for additional staff for an increasing non-English speaking population. The consensus of the principals on the question of staffing was stated tersely by one principal: "Provide us with sufficient help, or drop the experiment."

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[1] These reductions were subsequently restored, making allotments comparable to that of the previous year.

Facilities

Principals were also asked what facilities they had and what they felt they should have to achieve the objectives of the pilot program. Listed below are facilities which the majority of principals felt they had in sufficient numbers:

Rooms for home economics classes
Rooms for industrial arts classes
Gymnasiums
Auditoriums
Libraries
Lunchrooms for teachers
Lunchrooms for students
Medical offices
Custodial offices

Principals listed the following facilities as being inadequate for their school needs:

Conference rooms
Drama rooms
Dance rooms
Teacher workrooms
Team teaching center
Audio-visual rooms
Rooms for remedial instruction

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[2] In 1966-67 the pilot program was centrally administered. By 1968 the administration of the program had been decentralized, which meant that the district superintendent had authority over personnel allotments and all other budgetary matters. In their concern for achieving a more equitable distribution of staff throughout the district, some superintendents reduced allotments which pilot schools had had since the beginning of the program.

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Most of the principals felt that lack of adequate facilities hindered the pilot program. The absence of rooms for dance and drama, combined with the shortage of teachers in these areas, prevented these two areas from being fully implemented. The insufficient numbers of meeting and planning rooms (conference rooms, teachers' and aides' workrooms, and team teaching centers) also impeded implementation of aspects of the pilot program. Most principals, in reporting most urgently needed facilities for 1969-1970, indicated that their "many pleas had gone unheeded" for the past three years. For many schools these needs were as varied as they were specific: repair of light systems in the auditorium, "dire need for one additional typing room to carry out the program," an "annex and/or reconstruction to do the job properly," and a playground. Overcrowding resulted in the need for additional classrooms and building renovations. In several schools it appeared that the increase in registers and the expanded program had required renovations which, due to the lack of total building space, had resulted in reduction of rooms allotted for non-teaching purposes, such as offices and meeting rooms of all types.

Class and School Organization

The most frequently reported class organization was one in which groupings in official classes and non-skill subjects were heterogeneous. Six principals reported that students were assigned to mathematics, talent classes (art and music) and language arts (English, reading, basic skills) on the basis of ability.[3] In three schools science classes were also homogeneously grouped. Individual principals reported homogeneous groupings for foreign languages, social science and humanities. One principal reported an eighth grade enrichment program in which pupils could accelerate in one to four areas and actually leave the school early if they so chose. Subschools and ethnic factors were each mentioned by only two principals as a basis for assigning students to classes.

All principals reported that their school was divided into subschools. In two of these schools there were subschools only on the sixth grade. According to the original conception of the middle school organization, each subschool was to have represented a cross-section of the total school population with respect to age, grades, ability, talent and ethnic composition.[3] It is evident from the descriptions of subschools given by principals that their use of the term is not consistent with the conception of its originators. The most obvious discrepancy between the idealized and actual versions of "subschool" was in the representation of all grades. "There are subschools on each grade," is typical of principals' comments. Assignment at random of children within a grade to a subschool so as to achieve balance based on ability, talent, and racial characteristics was the general procedure.

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[3] New York City Public Schools, Primary School, Intermediate School, Four-Year Comprehensive High School: Recommendations to the Superintendent of Schools. December 20, 1965.

Frequently, classes within a subschool were so programmed as to provide parallel classes[4] and facilitate team planning and teaching. For the most part teams were organized by subject, i.e., on an intra-departmental basis. Three principals stated that team planning was not possible due to limitations of space for meetings and restrictions on teachers' schedules which result from provisions in the teachers' contract. In all schools except one, regularly (weekly or monthly) scheduled departmental meetings were held.

Five principals made specific reference to intra-departmental planning. The most detailed description was offered by one principal who reported that a "cross-disciplinary team is assigned to each subschool (mathematics, language arts, science, and social studies teachers). The guidance counselor, assistant principal, and team members meet weekly to plan together."

The eleven principals who completed questionnaires reported departmentalization in all subject areas in grades seven and eight. In one school, academic subjects were taught to sixth grade children in self-contained classrooms.

Curriculum

In addition to the data obtained by the consultants on the curriculum of the schools, which appears in Chapter V, information was supplied by principals concerning the pilot curriculum in use in their schools and the reactions of teachers to it.

One or more principals said the pilot curriculum was not currently in use in five subject areas: dance, drama, family living, health education, and mathematics. Only the first three of these were subjects for which a completely new curriculum was designed for the pilot program.

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[4] In parallel programming all classes in a particular subject are scheduled at the same time. Due to the greater possibility for individualization of instruction, such programming enables children to transfer from classes of different ability levels within the same subject. Parallel programming also facilitates the scheduling of intra-departmental team meetings, since teachers within a department have the same unassigned periods.

Five principals had no separate dance program. In one school dance was incorporated with physical education. Lack of trained personnel for teaching these areas was the common complaint of the other four principals. Insufficient space, overcrowded registers, and lack of enthusiasm on the part of boys were also given as reasons for the absence of a dance program. Similar reasons for not implementing the drama curriculum were given by three principals. No more than one principal said he was lacking the pilot program in family living, health education, or mathematics.

Where offered, explanations for not using the pilot curriculum in these subject areas varied. If a pilot curriculum had been instituted in a subject, it applied to all grades. The exception was humanities, where in three schools only two of the three grades in the program received instruction in humanities on a regular basis.

Instructional materials for humanities were commented upon frequently. Individual principals complained of the difficulty of implementing teaching guides, and the lack of a text, instructional materials, and supplies for humanities classes.

Materials for mathematics also were criticized. One principal felt that the task force bulletins on mathematics were not appropriate for the intermediate grades. Another principal applied this criticism to the eighth grade only, but added that the curriculum was generally inappropriate for his large non-English speaking population.

Principals reported that the lack of teachers adequately prepared to use the task force materials was greatest in humanities, mathematics, language arts, and music. At least one-half of the principals who responded to this question complained of inadequately trained staff in these areas. The fewest complaints were about staffs in typing and health education.

Related to the question of preparation was a question on the extent to which teachers availed themselves of in-service training in the new curriculum areas. In-service courses were attended most frequently by typing teachers and least frequently by teachers of humanities. Principals' estimates of the insufficient numbers of teachers adequately prepared to use the task force materials would appear to be related to the lack of in-service training that teachers had had for the new curriculum.

It is also possible that teachers' lack of preparation to teach the new humanities curriculum was related to their lack of enthusiasm for the humanities program. Half of the principals who responded to the question concerning their teachers' enthusiasm for the pilot curriculum felt that their humanities teachers were unenthusiastic about the curriculum for that subject area. Three principals had similar comments about teachers of language arts, family living or foreign languages. Principals reported widespread enthusiasm among teachers of other subjects for the curricula in their areas.

To the question, "Do you think this curriculum is suitable for the population attending your school?" there was little negative response. One principal replied, "No," for foreign languages, drama and dance, but failed to elaborate. Another, commenting on humanities, said, "Yes, with reservations. Only if there is an enthusiastic and good teacher. Otherwise a waste." A third principal commented similarly on the relationships between appropriateness of curriculum and adequacy of staff. He indicated that the curriculum in mathematics was only suitable "in part" due to "many subs, much turnover."

Questions which were asked about subject areas were also asked aboat the guidance program. Only two principals reported that the pilot guidance program was not being implemented. One principal, who had four counselors for the three grades, explained that he "must have two counselors on a grade to implement the intentions of the pilot school guidance program." (Two other principals also felt they had an insufficient number of adequately prepared counselors.) Another principal said that there were "no formal guidance classes; counseling was done by teachers, advisors, and counselors for individuals and groups." In schools where the pilot guidance program was used, it applied to all grades in the program.

Principals considered more of their guidance counselors adequately prepared by means of in-service training than were the teachers of any subject. In every school for which a principal reported, at least half of the counselors had had in-service training in the pilot guidance program. In several schools all counselors had been so trained. Only one principal felt his counselors were not generally enthusiastic about the new guidance program. No principal considered the program unsuitable for his school population.

Four principals made additional comments about the curriculum. Two mentioned the unavailability of materials for implementing the curriculum. Another requested "more time for teacher training and demonstration teaching." The following comment expressed a fairly widespread feeling among the principals: "Over-all difficulty related to overcrowded student register and inadequate budget provisions for staffing. In addition, fixed physical plant militates against the flexibility principle in the suggested curriculum."

Sociometric Data: Integration and Desegregation[5]

With the exception of one principal who said he had a "100% black school,"[6] principals indicated that in curricular activities, children from various ethnic and racial groups had opportunities to be together. Three principals volunteered the information that such opportunities also existed in after-school activities and various extra-curricular activities (e.g., Future Teachers of America, talent shows).

The ethnic composition of school personnel, which was also reported by principals, showed little evidence of integration. Principals in eleven intermediate schools provided information on the racial composition of their staffs. Table 35 presents combined data for professional personnel in the eleven schools. Two per cent of the staffs of the eleven schools were Puerto Rican. There were no Puerto Rican principals, assistants-to-principal, guidance counselors or non-teaching, licensed specialists, such as psychologists, nurses, and laboratory technicians. Eleven per cent of the total personnel were identified by principals as Negro. They were represented in all of the assignments in the schools, except that of principal.

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[5] The definition of desegregation and integration used in the present study was developed by Frankel for the evaluation of the first year of the pilot intermediate school program and was given to the principals in the School Status Survey. Desegregation for schools refers to the racial and ethnic make-up of the school enrollment. The term also applies to a single grade level, or to any grouping for which data on ethnic composition are available. Integration refers to the process whereby children, teachers, and other school personnel live (communicate, eat, play, work, achieve) harmoniously and productively in groups irrespective of racial, cultural or ethnic differences.

[6] Many of the questions concerning desegregation and integration were irrelevant for the intermediate school which had a black student population in excess of 98 per cent. Few comments were made by the principal of this school to these questions.

Table 35

ETHNIC COMPOSITION OF PROFESSIONAL STAFF OF 11 PILOT INTERMEDIATE SCHOOLS

Source: Principals School Status Survey, June 1969

	Assistants-to-Principal		Teachers		Guidance Counselors		Other Professional Specialists[a]		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Negro	5	9	132	12	8	16	3	10	148	11
Puerto Rican	0	-	23	2	0	-	0	-	23	2
Other	48	91	910	86	43	84	26	90	1127	87
Total	53	100	1065	100	51	100	29	100	1298	100

[a] Includes psychologists, medical staff, and laboratory specialists.

Eight principals said that integration was used as a basis for assigning children to heterogeneously grouped classes, such as official classes and non-skill subjects. Other principals indicated that they attempted to have ethnically balanced classes or classes which were representative of the ethnic structure in the total school population, but did not specify which classes these were. Two principals explained that it was not necessary to consider integration in assigning children to classes--one school was "all black" and the other was "integrated naturally."

Ten of the twelve principals reported that the textbooks and other curricular materials reflected the major racial, ethnic, and cultural groups in New York City either "very well" or "fairly well." One principal explained that "funds are lacking to completely replace obsolete books."

In the opinion of ten of the principals, their schools have created learning situations which foster integration among children "very well" or "fairly well" in all types of classrooms and school activities. One of these principals commented that, in addition, "we foster but cannot force social integration outside of school."

To encourage parent activities which would include various racial and ethnic groups, principals said they corresponded with parents in Spanish as well as English; used interpreters at meetings; planned workshops, PA or PTA meetings and special activities often in cooperation with parents of varied ethnic backgrounds; encouraged parent participation in school activities, such as field trips; and made use of parents as volunteers and tutors and employed them as paraprofessionals. One principal reported that an ASPIRA pilot program organized for and by community parents would soon commence in his school. In addition, there was an after-school guidance clinic for the parents and pupils in the community of his school.

Parental Activities

Parents' associations, which averaged from 75 to 700 members, with from 6 to 100 in attendance at meetings, were organized in all the schools. Parent workshops and parent paraprofessionals and volunteers were reported to exist in more than half of the schools. Principals reported that the workshops were devoted to orienting parents to many aspects of the school program: the new intermediate school, sixth grade orientation, high school organization, new mathematics, educational testing, guidance, the non-English program, children's speech problems, sex education, and parent-student problems. Paraprofessionals were employed as school aides, educational assistants, auxiliary trainers in Urban Aid programs, and family assistants in Title I projects. Parent volunteers, who served in ten of the twelve schools, assisted with field trips, patrol duty, school proms and other student activities, the library, lunchroom, building security and tutoring. One principal also mentioned that volunteers were used in parent-to-parent contacts.

Relations with the Community

One principal reported that there were no administrative provisions for communication between the school and civic organizations. The other eleven principals described a variety of such school-community relations, the most common of which was the School Community Council. In addition, in several schools an assistant-to-principal or some other staff member was officially designated as a representative from the school to civic meetings, such as those at the local police precinct, community centers, anti-poverty groups, and social agencies. One school published a periodical, Urban Society.

Half of the principals felt that civic organizations had concerned themselves "fairly well" with school problems. The other half felt that such concern had been expressed "to a limited extent" or "not at all."

Workshops

Prior to the introduction of the pilot curriculum, the Assistant Superintendent in charge of the pilot intermediate school program at that time organized a series of workshops. They were held at various locations within New York City and outside, after school, on week-ends, and during the summer. The purpose of these workshops was to orient the staffs of the pilot schools to the philosophy of the new middle schools and to familiarize them with the new school organization and curriculum, particularly the task force bulletins and their implementation in the classroom. In-service credit, remuneration, and/or expenses were offered persons who attended. Table 36 presents the number of principals who reported being in attendance at each of the large, general workshops, and the ratings they gave these meetings.

Table 36

WORKSHOPS ON THE PILOT INTERMEDIATE SCHOOL CURRICULUM
ATTENDED BY PRINCIPALS OF 11 PILOT INTERMEDIATE SCHOOLS

Source: Principals School Status Survey, June 1969

Location and Date of Workshops	Number of Principals Who Attended	Ratings	
		Median	Range
Brandeis H. S. (May and June 1966)	8	Excellent	Excellent to Fair
Workshops at each I.S. (August 29-31, 1966)	8	Excellent	Excellent to Good
G. Westinghouse V.H.S. (August 26-30, 1968)	3	Good	Good (all)
New Paltz, N. Y. (September 13-15, 1968)	6	Excellent	Excellent (all)
Tarrytown, N. Y. (April 11-13, 1969)	4	Excellent	Excellent (all)

One-half or more of the principals attended three of the five general workshops. With one exception all ratings were either "excellent" or "good." One principal commented on the "excellent organization of workshops. Too bad a larger cross section of staffs could not attend."

Reactions of the Principals to the Intermediate School Program

It was a major concern of personnel associated with the pilot intermediate schools that evaluation of the program should concern itself with the "intangibles" of attitudes and reactions as well as with more objective aspects, such as achievement, staffing, programming, and so on. This opinion was expressed by teachers, counselors, subject chairmen, and assistants-to-principal. It was formally stated in a conference held by the present Research Team with the Principals' Curriculum Evaluation Committee, a group of three principals who represented their colleagues in the pilot intermediate school program.

Consequently, the research design included measures and inquiries into attitudes and reactions to selected aspects of the program. Questionnaires included requests for such information from principals, assistants-to-principal, guidance counselors, and teachers. Attitude scales were administered to pupils, to cover such topics as attitudes toward school, toward studying selected areas of the curriculum, and toward classmates. A scale of self-concept was also administered to the pupils. Reactions and attitudes of the staff are discussed in this chapter. Pupil attitudes are discussed in Chapter III.

The following findings are based primarily on results from a questionnaire sent to thirteen principals of the pilot intermediate schools. Twelve of the thirteen responded. These findings are supplemented by the results of interviews held with principals by members of the Research Evaluation Team.

General Philosophy and Goals of the Program

Regardless of the many problems facing them, principals were overwhelmingly in favor of the philosophy and goals of the pilot intermediate school program. Ten of the 12 principals who responded gave a favorable response on this item, one was undecided, and one gave an unfavorable reply. The general feeling was that the curriculum is excellent, innovative, meaningful, and that it "goes directly to the core of inner city problems." Several, however, qualified their endorsement of the program, saying that implementation of the program was limited by the inadequate budget and staff shortages.

The "undecided" principal felt that the program had desirable goals, but that too much was included in the curriculum so that "some important aspects of the traditional curriculum" suffered. He pointed out that, initially, additional personnel had been provided to the schools, but that this had not been maintained in the following years and that the budget cuts, if effected as planned, would make efficient continuation of the program of dubious value.

One principal found the program to be "largely illusory," and he questioned the adequacy of the program's philosophy in terms of the pupils' maturity levels.

Realization of the IS Goals

The objectives of the intermediate school program are as follows:

(a) To cultivate the abilities and encourage the self-fulfillment of students.

(b) To maintain pupil motivation by providing courses that are consistent with the pupil's ability, aptitude and needs.

(c) To achieve better ethnic distribution in the intermediate grades.

(d) To improve the quality of human relations among students by providing them with ethnically integrated schools and to improve pupil attitude, especially in relation to self-image and to other pupils of different ethnic, racial, religious or social groups.

(e) To improve academic achievement in relation to the rate of academic growth normally found among educationally deprived children in grades 5 through 8.

Principals were asked which of these five goals their schools had been able to realize by the end of three years of the program's operation. Nine of the 12 felt that goals (a) and (b) had been realized either fully or partially. Eight felt that (c) had been realized, wholly or in part; and seven felt that (d) and (e) had been realized either fully or in part.

They were also asked which of the goals should be considered as long range objectives, requiring one or two additional years for realization. Two felt that all the goals had to be considered as long range objectives. Specifically, five cited (a), three cited (b), four cited (c), six cited (d), and four cited (e) as long range objectives. Two observed that the realization of (c) on ethnic distribution was impossible and had to be considered a long range objective because of the nature of the school populations. One is all black; the other is 65 per cent Negro and 35 per cent Puerto Rican. Still another stated that the ethnic balance in that school was excellent, 15 per cent Negro, 35 per cent Puerto Rican, and 50 per cent white and other.

Another question asked of the principals was which of the objectives they considered it impossible to implement in their schools regardless of time. Six principals felt that all were attainable. One stated that overcrowding in the school and excessively large class sizes made individualization of instruction impossible and interfered with maintaining pupil motivation (goal b). One felt that it was not possible to achieve goal (e), improving academic achievement among educationally deprived children. He felt that the school day was too short to include all the curriculum areas and that music, performing arts, and home living could all be moved to the after-school program, manned by volunteers. Interestingly, principals of two widely divergent school populations ethnically, felt that goal (d) could not be achieved. One said: "Human relations in a bimodal school are almost impossible when there are insufficient supportive services. When the school contains both endowed and disadvantaged children, friction is great. Extortion, bullying, violence, anti-social behavior are prevalent as the school reflects the society and community of which it is a part. Fuller guidance services, group therapy, psychiatrists, and social workers would help greatly." The other was an all black school where obviously this goal could not be achieved. Achieving the goal of better ethnic distribution in the intermediate schools was considered impossible by three school principals. Two were principals of all black or black and Puerto Rican schools. One was principal of a school where neighborhood population trends, he said, were such that the ethnic distribution was tending toward a predominantly Negro and Puerto Rican population, with annual decreases in the number of white children attending.

Areas Where Implementation of the IS Program Was Least Effective

Principals reported a variety of areas in which implementation of the IS program was least effective in their schools. Two reported that the family living and sex education program could not be implemented adequately, one saying that this was because teachers had not been sufficiently trained and that the course of study was poorly defined. One cited the area of team teaching; two cited the problem of assimilating the vast number of non-English speaking children each year; one cited the problems presented by the lack of social and physical maturity of the sixth graders; two cited the difficulty of developing the performing arts program in dance and drama, primarily because of a lack of qualified teachers; and another would have liked to have more opportunity to expand the work in developmental counseling. No principals gave more than two areas of complaint, and most gave only one.

Factors Handicapping Schools in Achieving IS Objectives

The most important factors which handicap schools in achieving the IS objectives are related to personnel. Every principal mentioned the need for more personnel, services provided by specialists, or the need for more experienced teachers. Closely related to these factors were the lack of time for teacher training and for holding necessary meetings and conferences. The next most important set of factors handicapping principals in achieving the IS goals were related to the adequacy of the school plant. Principals mentioned the lack of space and other limitations for implementing team teaching, the creative arts programs, the typing program, and guidance services. One school had no playground for the children and its cafeteria was so small that the four shifts of pupils had to sit elbow-to-elbow in order to eat. Naturally, overcrowding is closely related to this problem of inadequate plant facilities and was listed first as a handicap by 4 of the 12 principals who responded. Other problems listed by principals that prevented them from achieving the IS goals were: the split-feeder pattern, lack of materials, pupil mobility, low budgets, lack of time in the school day for all that is required, lack of integration in the school, lack of parent interest, and community tensions.

Appropriateness of Foreign Language Teaching at IS Grade Levels

Prior to the opening of the intermediate schools in New York City, foreign language teaching had been confined to pupils of higher academic ability in both the elementary and junior high schools. The basic plan of the curriculum in the intermediate school called for teaching foreign language to all pupils, regardless of ability levels.

Principals were about evenly divided in their opinions on this topic. Five opposed teaching foreign language to all or nearly all pupils, regardless of ability; seven favored teaching foreign language to most of the IS pupils.

Those principals who favored the IS goal of providing opportunities for all children to explore and develop talents and abilities favored teaching foreign language to grade 6 pupils, but gave conditional approval to teaching foreign language to upper levels. They suggested that only those who show ability and/or interest in grade 6 should be allowed to continue studying the language in grades 7 and 8.

Five of the eleven principals who responded opposed teaching foreign language to sixth grade pupils, and favored teaching it only to competent readers and superior pupils in grades 7 and 8. Poor readers and less able pupils "might best be served with a program that concentrates on language arts and basic skills, rather than foreign language."

Suitability of Humanities as a Subject Area in the IS Grades

Ten of the 12 principals favored teaching the humanities to all pupils, including those in the sixth grade. However, they qualified their approval by stating that the curriculum should be modified to suit the abilities of the pupils as well as their maturity levels. One suggested that the lowest 10 per cent of ability levels in grade 6 be left out of the program. Another suggested that the program should be incorporated in all curriculum areas. Special training for teachers and a request that additional time be allocated to the program in humanities were other suggestions. Of the two who opposed the teaching of humanities to IS pupils, one pointed out that it was an "awkward subject as a separate discipline" to be handled by "largely untrained teachers,"especially in a situation of heterogeneous grouping. The second principal who objected to the program cited parental complaints about the "lack of worth" of the subject matter for the pupils.

Junior High versus the IS Organization

All the principals who filled out questionnaires had had previous experience in junior high schools and, therefore, were able to make a comparison between the two types of organizations. Seven of the 12 expressed preference for the IS over the Junior High. One stated that organization was not as important as availability of trained teachers. Three preferred the junior high organization, and one omitted the item.

Principals gave a variety of reasons for preferring the IS school. Some reasons given were:

Paralleling of classes made possible by the sub-school concept

Opportunities for individualizing pupil instruction

"Enrichment for all, and not just a limited few"

Availability of a more interesting and challenging curriculum

Opportunity for providing greater experience in heterogeneity

Freedom to experiment

Provision for increased guidance services

Availability of common branches teachers for the sixth grade

Provision for better ethnic balance at an early age

Opportunity for increased teacher participation in planning

Reasons given by the three principals who preferred the junior high school organization stressed the immaturity of the pupils, especially in the sixth grade. They felt that departmentalization confused sixth grade pupils and that "they would be much better of in a self-contained class," as in the elementary school. Another reason given was that the subject matter was not suitable for children of the IS grade range.

Suitability of the IS Organization for Sixth Grade Pupils

In spite of the problems presented by including the younger 6th grade children in a departmentalized school organization, nine of the 12 principals felt that they should be kept with the 7th and 8th graders. They qualified their statements by pointing out some of the problems, including the immaturity of the children and the fact that departmentalization confuses them. The three principals who objected to their presence in the school maintained that it was impossible to supervise the sixth grade adequately and that the pupils would be better off at the top of the elementary school.

Opportunities for Exchange of Ideas with Others

Nine of the 12 principals felt that they did not have sufficient opportunity to share experiences and discuss problems with other IS principals. There was a feeling that this was a serious weakness of the program and that time should be provided for interschool meetings, even though one did mention the fact that there was no time for principals to leave their schools and visit others.

Two were satisfied with the opportunities for exchange of information, and one omitted the question.

Assistance from Headquarters and the District Office

Six principals were dissatisfied with the assistance they received from headquarters and their district office; three gave a qualified statement of disapproval; two were quite satisfied; and one omitted the question.

Among the reasons given for their dissatisfaction, principals gave the following:

Too few people know and understand the objectives of the IS program.

Centralization of supervision of the IS schools is needed.

Assignment of teachers and organization should be independent of teachers.

Teacher training experts should be provided.

Greater financial support is needed.

There is a need for more materials, licensed personnel, and curriculum specialists.

Community Support for the IS Program

All but one principal felt that there was general community support for the IS program. The exception may be considered a neutral response, since he stated merely that parents do not react except when an individual problem arises. Of the principals reporting favorable parental reactions, some qualified their statements by saying that parents favor the program when they "understand" it. Other evidences of parental reaction reported were that (1) many parents try to transfer their children to the school from outside the district; (2) many are pleased by the extra services and supplies; (3) they provide much active support for the goals of the program; (4) they consider it an "exciting" program.

Although principals reported generally favorable parental reaction, they did cite some causes of parental concern. Many parents prefer a more "structured" curriculum and do not understand the IS methods. Parents of the brightest children are least enthusiastic about the IS plan because of the de-emphasis on the SP program. Others merely expressed a preference for ability grouping, "even where they support integration."

One observed that the parents were strongly opposed to the school's being truncated in 1965. However, they had adjusted to the situation and were now favorably disposed toward the new organization.

FINDINGS: THE ASSISTANTS-TO-PRINCIPAL QUESTIONNAIRE

There were 58 assistants-to-principal listed on organization sheets of the 13 pilot intermediate schools for the spring term, 1969. Two schools had six assistants-to-principal, four schools had five, five had four, and two schools had three.

Descriptive Data

A sufficient number of questionnaires (Appendix C) was sent to each school for all assistants-to-principal. Table 34, page 2, shows that responses were received from 27, or 47 per cent, of the 58 assistants-to-principal, representing ten of the 13 schools.

Supervisory Responsibilities

Six of the assistants-to-principal supervised the sixth grade only and represented six different schools, eight supervised the seventh grade only and also represented six different schools, and one supervised both grades. Eight respondents from seven different schools supervised subjects on the eighth grade only, and four respondents from two different schools had supervisory responsibilities for subjects on all grade levels in the pilot program. Approximately one half of the sixth and seventh grade supervisors indicated they would be supervising the next higher grade during the 1969-1970 school year. Those who did so usually served in schools in which supervisors remained with the same children throughout the program, starting with an entering group of sixth graders after having supervised the graduating eighth grade. However, among the group of eighth grade supervisors who responded, only one indicated he would supervise the sixth grade the following year. Others who answered the question said they would either remain with the same grade or would supervise seventh grade subjects. Assistants-to-principal of subjects on a school-wide basis indicated they would retain their assignments the following year.

A few respondents indicated they supervised one subject only, usually on a school-wide basis. However, most of the assistants-to-principal were responsible for three, four, and even five different subject areas. Several had a considerable variety of additional assignments, such as programming, liaison to the PTA, audio-visual instruction, cafeteria or auditorium supervision, orientation of new teachers, advisement of student government and other student activities, faculty conference planning, discipline, and supervision of guidance and testing.

Biographical Information

Table 37 summarizes, by grade supervised, the personal data supplied by assistants-to-principal. Two-thirds of the respondents were men. Only three of the 27 respondents were acting rather than licensed as assistants-to-principal. Nineteen respondents had served as an assistant principal since the beginning of the pilot program, or longer; all except two of these had served for this period of time in the same intermediate school. The respondents had served as classroom teachers from five to 38 years, with 13 years the median length of service. Only one respondent reported not having had experience as a classroom teacher of grades included in the intermediate school program. Approximately one-half of the respondents held a common branches (elementary) license. During the spring semester of 1969, these 27 assistants-to-principal supervised from nine to 48 teachers. The median number of teachers supervised was 19.

Grade Organization

Assistants-to-principal were asked to what extent the subschool which they supervised conformed to the pattern proposed by the Board of Education; namely, that each subschool represent a cross-section of the total school population with respect to age, grade; ability, talent, and ethnic composition. Respondents who supervised the seventh grade were unanimous in reporting that the subschools which they served did not at all conform to the proposed pattern. All except two supervisors of the sixth or eighth grades felt that subschools they supervised conformed to the proposed pattern either "very well" or "fairly well."

Except for the seventh grade assistants-to-principal, it would appear that most of the respondents did not interpret the question correctly. Interviews made by the curriculum consultants (Chapter V) and comments on the principals' questionnaire indicated that with few exceptions subschools did not contain more than one grade. Some of the assistants-to-principal noted this deviation from the proposed pattern, particularly when reporting that their subschools conformed to the pattern "not at all." Other explanations for lack of conformity with the Board of Education's conception of the subschool were: split feeder patterns, assignment of pupils to certain subjects within the subschool based on homogeneous grouping or a particular ability (e.g., reading level, election of major music), and unexplained "administrative reasons." One assistant-to-principal who supervised several areas of the pilot curriculum on a school-wide basis felt "the (subschool) concept was sliding into oblivion."

Few respondents reported that any changes in the subschool structure were contemplated for 1969-1970. Two mentioned increased block programming. One assistant principal stated that additional subject classes would be grouped by ability.

Table 37

BIOGRAPHICAL INFORMATION ABOUT 27 ASSISTANTS-TO-PRINCIPAL IN 10 PILOT INTERMEDIATE SCHOOLS

Source: Questionnaires for Assistants-to-Principal, June 1969

	Grade(s) Supervised By Assistants-to-Principal					
Category	Grade 6 (N=6)	Grade 7 (N=8)	Grades 6 and 7 (N=1)	Grade 8 (N=8)	Grades 6, 7, and 8 (N=4)	Total (N=27)
SEX						
Male	3	8	0	5	2	18
Female	3	0	1	3	2	9
LICENSE						
Licensed A.P.	6	6	1	7	4	24
Acting A.P.	0	2	0	1	0	3
LENGTH OF SERVICE AS A.P.						
Less than 3 years	1	3	1	1	2	8
3 years	3	1	0	1	1	6
4 or more years	2	4	0	6	1	13
LENGTH OF SERVICE AS A.P. IN PRESENT SCHOOL						
Less than 3 years	1	3	1	2	2	9
3 years	3	3	0	2	1	9
4 or more years	2	2	0	4	1	9
LENGTH OF SERVICE AS A TEACHER						
5 to 10 years	3	2	1	4	3	13
11 to 22 years	2	5	0	3	1	11
23 or more years	1	0	0	1	0	2
Response omitted	0	1	0	0	0	1
NUMBER OF TEACHERS SUPERVISED (SPRING 1969)						
9-15	1	3	0	4	2	10
16-25	5	3	0	2	0	10
26 or more	0	2	1	2	2	7

Ability Grouping

There were too few respondents to the questionnaire for assistants-to-principal to permit discussion of ability grouping by grade and subject supervised. For many subjects on a grade there were no more than four supervisors who reported whether the type of ability grouping was homogeneous, heterogeneous, or a combination of the two. It appeared that homogeneous grouping predominated in language arts, mathematics, and science classes, and that heterogeneous groupings were the mode in classes in health education and family living. In the other subjects there seemed to be no consistent pattern among the schools. Several reported a combination of heterogeneous and homogeneous grouping depending upon the grade.

The preponderance of homogeneously grouped classes was substantiated by the fact that only six of the 27 assistants-to-principal who responded indicated that children under their supervision spent 50 per cent or more of their school day in heterogeneously grouped classes.

Only five of the 27 assistants-to-principal reported contemplated changes for 1969-1970 in groupings for children in classes under their supervision. All those who indicated there might be a change stated or implied that the purpose was to achieve greater homogeneity in the groups. Changes for this purpose were approved of by supervisors who reported they were being planned.

Desegregation

Only one of the 27 assistants-to-principal felt that the ethnic composition of the grade or subject classes which he supervised was not about the same as that of the other grades in the school. His explanation was that since the number of nonwhite students was increasing, the change in ethnic composition was felt first on the entering level, the sixth grade, which he supervised.

Assistants-to-principal were asked if there had been "much change since the beginning of the pilot intermediate school program in 1966-67 in the ethnic composition of the grade or subject classes which you supervise?" Affirmative responses were made by four of the six sixth grade supervisors, three of the eight seventh grade supervisors, two of the eight eighth grade supervisors, and the one supervisor of sixth and seventh grade subjects. The explanation of all except one of these respondents referred to the increased number of black and/or non-English speaking pupils. The remaining respondent who reported changes in ethnic distribution said, "We are spreading out our talented pupils in all homeroom classes and in all non-major subjects.... Individual programming in grade 6 has allowed for a large spread of different ethnic groups."

Team Teaching

Of the ten schools for which there were assistants-to-principal who responded to the questionnaire, it would appear that there was no team teaching in at least four of the schools, and, in at least another two schools, there were no teams on the eighth grade.

One respondent in answering the questions about team teaching described the activities of an educational planning team in which "all sixth grade teachers meet three times a week to plan large group lessons on inter-disciplinary approaches." It is not known how many other assistants-to-principal also may have confused the two types of teams when responding.

Assistants-to-principal who supervised sixth grade classes in three schools of the six for which team teaching was reported commented that selection of the teams was based on teachers' programs. Half of the six schools for which there were assistants-to-principal who supervised the seventh grade had team teaching. In two of these schools teams were chosen "by subject area and grade level" and by "experience and training." The respondent who supervised both sixth and seventh grade classes said there was no team teaching on his levels because, due to overcrowding, they were housed in an annex. No other explanations were offered by sixth or seventh grade supervisors for the bases on which teams were selected. Only one respondent who supervised an eighth grade reported team teaching on his grade level. He indicated that teachers were chosen for teams because of their experience, ability, and special talents.

Workshops

Assistants-to-principal were asked the same question asked of principals regarding attendance at and reactions to workshops on the pilot intermediate school curriculum. Table 38 summarizes responses from the assistants-to-principal.

Table 38

WORKSHOPS ON THE PILOT INTERMEDIATE SCHOOL CURRICULUM
ATTENDED BY 27 ASSISTANTS-TO-PRINCIPAL OF 10 PILOT INTERMEDIATE SCHOOLS

Source: Questionnaires for Assistants-to Principal, June 1969

Location and Date of Workshops	Number of Assistants-to-Principal Who Attended	Ratings	
		Median	Range
Brandeis H. S. (May and June 1966)	10	Good	Excellent to Worthless
Workshops at each I.S. (August 29-31, 1966)	12	Good	Excellent to Worthless
G. Westinghouse V.H.S. (August 26-30, 1968)	1	Excellent	---
New Paltz, N.Y. (September 13-15, 1968)	5	Excellent	Excellent (all)
Tarrytown, N.Y. (April 11-13, 1969)	3	Good	Good (all)

Eighteen of the 27 respondents reported having attended at least one of the workshops. More than half of the respondents had not been to any of the workshops. Sessions which had been held at the individual intermediate schools in August of 1966 and the first workshop, which met during May and June of 1966 at Brandeis High School, were attended by more of the respondents than were workshops held in 1968 and 1969, after the program was in operation. The overall reaction to the workshops was very favorable.

Reactions of Assistants-to-Principal to the Pilot Intermediate School Program

As in the case of the principals, the findings reported for assistants-to-principals are based on the questionnaires they filled out supplemented by interviews held with them in their schools and at the Tarrytown Conference for Teacher Training by a member of the research evaluation team.

Junior High versus the IS Organization

Of the 27 assistants-to-principal who returned questionnaires, 18 said that they preferred the IS organization over the junior high school set-up. Eight preferred the junior high school plan.

Those who favored the IS organization gave a variety of reasons for their preference, but no one reason dominated their responses. They mentioned that the curriculum is more pupil oriented and that the needs of the children are better served. They cited the greater flexibility of the program and the opportunity for greater individualization of instruction. They liked the expansion of the curriculum to include typing, drama, and the humanities. They considered the age grouping desirable, that sixth graders profited by the departmentalization and the more intensive teaching of subject matter, while ninth graders were better served in the senior high school as "freshmen" there. They maintained that teachers could participate more in the planning and noted that teachers prefer working as teams.

Of the eight who opposed the IS and preferred the JHS plan, there was unanimous agreement that the sixth grade pupils are too immature and that these youngsters need the security and control of self-contained classes, with the steadying advantages of a relationship to a single teacher. No other reason was volunteered for their opposition to the IS organization.

Parental Reaction to the IS Program

Assistants-to-principal reported generally favorable parental response to the IS school. Twenty assistants-to-principal indicated a favorable parent response, while seven omitted the item. The strongest force operating to create positive ties with the school was the PTA. Schools used "teas", newsletters, and workshops to communicate with parents and to explain the goals of the program. Active parents requested workshops in particular subjects and cooperated in promoting special activities. At their meetings with school personnel, parents commented favorably on the teaching of foreign language to all pupils and such other innovations as the courses in typing, drama, dance, family living, and instrumental music. One assistant-to-principal noted that, while parents were generally favorably disposed to that school, there had been some complaints about the widespread use of heterogeneous grouping.

Factors Handicapping Schools in Achieving the Goals of the IS Program

The stated objectives of the intermediate schools program are as follows:

(a) To cultivate the abilities and encourage the self-fulfillment of students.

(b) To maintain pupil motivation by providing courses that are consistent with the pupil's ability, aptitude and needs.

(c) To achieve better ethnic distribution in the intermediate grades.

(d) To improve the quality of human relations among students by providing them with ethnically integrated schools and to improve pupil attitude, especially in relation to self-image and in relation to other pupils of different ethnic, racial, religious or social groups.

(e) To improve academic achievement in relation to the rate of academic growth normally found among educationally deprived children in grades 5 through 8.

Factors listed by assistants-to-principals which handicap schools in achieving the above objectives fall under 12 main headings, in order of frequency of mention: personnel, equipment and facilities, integration, pupil achievement, pupil motivation, overcrowding, administrative conditions, home and outside environment, pupil behavior, low budget, materials, and class size.

Personnel. There were 28[7] comments related to problems of personnel. These included staff turnover and inexperienced teachers, insufficient numbers of teachers, and lack of licensed personnel.

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[7] Although there were only 27 persons responding, comments by the same individual may have fallen in more than one category.

Equipment and Facilities. Five of the 27 respondents mentioned that facilities were inadequate for team teaching. There were 16 comments related to the general inadequacy of the school plant for implementing courses in dance, gym, and other areas.

Integration. There were 10 comments concerning problems of integration. One school observed that it was all black. Three noted that there was a general increase in the number of Negro and Puerto Rican pupils, while the number of white children attending the schools was decreasing. Three noted that the presence of SP classes in the schools tended to concentrate white children there, thus reducing possibilities of integration. Other statements merely referred to "problems of integration."

Pupil Achievement. There were 9 statements related to levels of pupil achievement. They noted the increase in numbers of pupils of low achievement in mathematics and reading and stressed the need for more remedial classes in these subjects.

Pupil Motivation. Closely related to the problems associated with low pupil achievement is the problem of motivation. Eight comments referred to this problem, noting that "the way has not been found for reaching the deprived child," and that there is a need to provide guidance in raising aspirational levels and maintain pupil motivation to learn.

Overcrowding. Eight respondents mentioned overcrowding as a factor handicapping the schools in achieving their objectives.

Administrative Conditions. Three of the 8 comments related to administrative problems mentioned the need for smaller class registers. Other points made were: inadequate planning; difficulties in programming, especially for the sixth grade; lack of time to plan; and the persistent influence of a former junior high school organization.

Home and Outside Environment. Seven statements were related to the conditions outside of school. Pupil mobility and lack of parental involvement were mentioned together with poor home environments and "slum" conditions. One statement concerned the influence of current unrest and reaction to authority.

Pupil Behavior. Three of the 5 statements concerned with behavior noted its "disruptive" nature. In one school the statement was made that there had been a deterioration of respect both for teachers and for fellow classmates. "Mental illness" was also given as a problem.

Budget. Three assistants-to-principal mentioned that the allotted budget was not adequate to meet the needs for supplies, books and services.

Materials. Two comments concerned the inadequacy of materials.

Class Size. One mentioned the problem of high class registers.

Suitability of IS Objectives for School Population

Most of the assistants-to-principal (22 out of 27) felt that the objectives of the IS program were suitable for the population in their school. Four found them unsuitable, and one omitted the item.

Of those who found the objectives suitable for their pupil population, there were several who stressed the problems related to achieving the goals. They qualified their approval by saying that "children must be taught in accordance with their needs," and that "the program requires much more remedial and corrective teaching." They said that the goals could be attained with smaller classes and increases in the numbers of specialized personnel assigned.

Those who found the objectives unsuitable for their school population called the curriculum unrealistic and one said that ethnic distribution is not as important as "quality" education. Another noted that there should be a "quick and drastic return to teaching fundamentals in language arts, mathematics, and phonics. Present objectives and programs do not equip our pupils to be literate." One who found the program unrealistic though quite suitable for the pupils in the school supported this statement by saying that "the major and perhaps only goal we at our school can have for several years to come must be to improve reading!!" Another stated that "with class sizes over 30 and insufficient supportive services, the goals are too difficult to attain," even though they are good goals.

Retention of Sixth Graders in the IS School

There were only 9 assistants-to-principals who were responsible for supervising the sixth grade and who responded to the questionnaires. Eight of these felt that, in spite of the problems involved, sixth grade pupils benefitted by being in the IS school. They approved, but noted that modifications of departmentalization procedures had to be made. They noted the immaturity of the children and their need for security, and also that common branches teachers and administrators were not adequately prepared for the IS work. One observed that although there are many advantages for normal and above average students in a departmental structure, the immature underachiever would do better in a self-contained class. Another qualified his statement by saying that fifth graders should also be included in the IS school, but that the program should be like the elementary school with pupils staying in one class all day and with subject teachers coming to them wherever practical.

Suitability of the Curriculum for the Sixth Graders

Six respondents felt that the IS curriculum was suitable for the sixth grade child, while three felt that sixth graders could not cope with the subject matter. None gave reasons for their approval, but, of those who objected to the curriculum, one said that not all pupils were able to cope with foreign language and another stated that there was too much emphasis on music and gym. All three felt that the pupils would benefit more from a greater emphasis on reading and mathematics fundamentals.

Place of Foreign Language in the IS Curriculum

Eight of the nine assistants-to-principal in charge of the sixth grade felt that foreign language should not be taught throughout the IS grades. They stressed that ability to read was important and should receive more attention and that many would benefit more from work in remedial reading. One stated that experience in foreign language was lost on "at least one-half of the sixth grade, "because this number was regularly recommended for dropping out of the program in grades 7 and 8."

Problems of Articulation with the Elementary and Senior High Schools

In general, assistants-to-principal do not attribute problems of articulation to the fact that theirs is an IS school. Eight sixth grade and eight eighth grade assistants stated that there were no problems of articulation. One sixth grade assistant who felt that there were problems mentioned the split-feeder pattern that affects programming for children entering the 7th grade. Two eighth grade assistants-to-principal who cited problems listed the difficulty of interpreting marks earned in IS by senior high school personnel and unavailability of places for their students in the College Bound programs in the high schools of their choice.

FINDINGS: THE GUIDANCE COUNSELORS QUESTIONNAIRE

Of the 57 guidance counselors listed on organization sheets of the 13 pilot intermediate schools, 42, or 74 per cent, returned the questionnaire prepared for counselors (See Appendix C). Table 34, on page 2, shows that at least one guidance counselor from each school responded. Eleven of the counselors serviced the sixth grade only, 16 serviced the seventh grade only, and 13 serviced only the eighth grade. The sixth grade counselors represented nine different schools; counselors who serviced the seventh and eighth grades were from eleven different schools each. Two respondents serviced more than one grade--one, grades 6 and 7, and the other, grades 6 and 8. Their records are discussed separately whenever necessary. Some counselors of grade 8 also serviced ninth grade SP pupils. Their records are included with the eighth grade reports.

Descriptive Data

The first two parts of the questionnaire requested biographical information from the guidance counselors and survey type data on aspects of their duties as counselors.

Biographical Information

Table 39 summarizes, by grade serviced, the data on professional experience supplied by the 42 counselors who responded. All except seven of the respondents were regularly licensed guidance counselors. Thirty respondents had been counselors since the beginning of the pilot program, or earlier; four were licensed in the three years since the program began. Half had been counselors in their present school for three or more years. Eighty-six per cent of the respondents said that they planned to continue to serve in their present school during 1969-1970. All of the counselors who during 1968-1969 serviced the sixth grade and all except two who serviced the seventh grade planned to serve the next higher grade the following year. Nine of the 13 eighth grade counselors planned to service the sixth grade in September, 1969. Counselors reported having served as teachers from one year (reported by an acting counselor) to 27 years, with seven years the median period of teaching.

Counselor Work Load

Counselors reported on the total number of children serviced and the frequency with which they were serviced in individual interviews and group situations. For these findings, Table 40 presents medians and ranges by grade which counselors serviced. Answers from the two counselors who served more than one grade were not included since it was not possible to determine for which grade they were responding.

Table 39

BIOGRAPHICAL INFORMATION ABOUT 42 GUIDANCE COUNSELORS IN 13 PILOT INTERMEDIATE SCHOOLS

Source: Questionnaire for Guidance Counselors, June 1969

	Grades Serviced By Counselors					
Category	Grade 6 (N=11)	Grade 7 (N=16)	Grades 6 and 7 (N=1)	Grade 8 (N=13)	Grades 6 and 8 (N=1)	Total (N=42)
SEX						
Males	6	9	0	5	0	20
Females	5	7	1	8	1	22
LICENSE AS COUNSELOR						
Yes	9	13	1	11	1	35
No	2	3	0	2	0	7
LENGTH OF SERVICE AS COUNSELOR						
Less than 3 years	2	2	0	0	0	4
3 years	4	4	0	2	0	10
4 or more years	3	7	1	8	1	20
Response omitted	2	3	0	3	0	8
LENGTH OF SERVICE AS COUNSELOR IN PRESENT SCHOOL						
Less than 3 years	3	9	0	3	0	15
3 years	4	5	1	4	0	14
4 or more years	2	2	0	2	1	7
Response omitted	2	0	0	4	0	6
YEARS OF SERVICE AS A TEACHER						
Median	6½	7	10	9	15	7
Range	1-19	2-12	-	2-27½	-	1-27

There was considerable variation from school to school in number of children and number of classes for which counselors were responsible. The median number of total children for whom the respondents were responsible was 330, but one counselor reported as few as 220 and another as many as 704. The ratio of guidance counselors to students was originally set by the Superintendent's Committee at 200 to 1. No counselor reported servicing as few as 200 students. No eighth grade counselor serviced fewer than 300 pupils. A pupil in the seventh or eighth grade was more likely to have an individual interview "not at all" with the guidance counselor than were children in grade six. On the average, from 200 to 300 pupils on each grade were reported as having had individual interviews with a counselor. Although the average counselor serviced from ten to 12 total classes, the number of classes serviced ranged from as few as six to as many as 30.

Table 40

MEDIANS AND RANGES FOR WORK LOADS OF 40 GUIDANCE COUNSELORS IN 13 PILOT INTERMEDIATE SCHOOLS

Source: Questionnaire for Guidance Counselors, June 1969

Category	Grade 6 (N=11)		Grade 7 (N=16)		Grade 8 (N=13)		Total (N=40)	
	Median	Range	Median	Range	Median	Range	Median	Range
TOTAL NUMBER OF CHILDREN FOR WHOM RESPONSIBLE	350	220-470	318	250-704	350	300-688	330	220-704
TOTAL NUMBER OF CLASSES FOR WHICH RESPONSIBLE	12	8-16	10	6-30	12	9-20	11	6-30
INDIVIDUAL INTERVIEWS								
Number of children seen								
1 to 3 times	205	153-380	234	100-594	303	50-670	243	50-670
4 to 10 times	83	35-200	70	21-310	95	15-230	86	15-310
more than 10 times	33	15-70	40	5-150	45	3-125	38	3-150
not seen at all	0	0-80	25	0-155	39	30-100	10	0-155
DEVELOPMENTAL COUNSELING								
Number of groups	12	0-36	10	0-80	6	1-22	8	0-80
SMALL GROUP COUNSELING								
Number of groups	5	0-35	5	1-50	7	0-36	5	0-50

In general, sixth grade counselors reported meeting with groups for developmental counseling for from one to five times. Although, on the average, counselors of seventh and eighth grade students met with fewer groups for developmental counseling than did sixth grade counselors, they tended to see them slightly more frequently. Groups of five to ten students were most frequently reported by counselors of the sixth and eighth grades. Seventh grade counselors reported servicing groups of slightly larger numbers of students. The proportion of developmental counseling sessions in which boys and girls met together decreased from grade six to grade eight. The most commonly reported basis for selection of students for developmental counseling other than by part of a class was by problems or interests students had in common. Grouping by problems was referred to most frequently by eighth grade counselors, who listed these problems as truancy, disruptive behavior, and choice of high school or career.

Counselors reported meeting with fewer small groups and meeting them less frequently than developmental counseling groups. The basis for selection of pupils for almost all of the small groups was common problems. Large groups of sixth or eighth graders met for assembly programs more frequently than did seventh graders. Group guidance sessions for one or more classes occurred infrequently or never on all grade levels.

Physical Conditions in Group Work

Large and small groups and developmental counseling groups were reported by counselors as having met in a wide variety of places, including gymnasiums, hallways, and storerooms. Of the three types of groups, only large groups met in auditoriums, but they also met in classrooms. Developmental and small groups most frequently met in guidance offices. About half of the counselors reported having problems with locating keys for locked rooms, fixed seating arrangements, rooms too small, and unavailability of assigned rooms. Of these, fewer counselors reported fixed seating as a problem than any other.

Scheduling of Groups

Only five respondents reported that someone other than a counselor was responsible for making program arrangements. In these five situations, grade advisors, department chairmen or an administrator assumed such responsibility alone or with a counselor. There was no pattern discernible to the subject area classes from which counselors reported groups were usually taken. Some counselors indicated that students were usually taken from one or two classes, others said children were taken from several or all classes, and even the lunch period and the auditorium. Counselors apparently found it necessary to skip scheduled sessions very infrequently. Only one eighth grade counselor reported having to cancel a scheduled session for any reason.

Qualitative Outcomes of the Guidance Program in Pilot Schools

Guidance counselors were asked to compare guidance programs in the pilot intermediate school and the traditional junior high school with respect to outcomes resulting from the overall guidance program, as well as aspects of developmental group counseling. On every aspect of the guidance program, a majority of counselors rated the pilot guidance program more favorably than the guidance program in the junior high schools. More counselors considered "opportunity for counselors to know more pupils" as being greater in the pilot program than any other aspect of developmental group counseling. Opportunities for the counselor to serve as a resource person were commented on more frequently than any other aspect of the total guidance program as being more plentiful in the pilot schools.

Consultations

Counselors were also asked to indicate the average number of hours a week they met with various members of the school staff, district office personnel, members of the Bureau of Child Guidance, representatives of outside agencies, and parents. The most frequently reported period of time spent in consultation with each person was from one to two hours, although devoting three to four hours during the week was not uncommon for meetings with deans, classroom teachers, members of the BCG team, and personnel from agencies outside the school. Several guidance counselors reported spending less than one hour a week meeting with the district guidance coordinator. One-half of the seventh grade counselors said they did not meet on a weekly basis with the district guidance coordinator.

Workshops

Guidance counselors were asked the same question asked of principals and assistants-to-principal regarding attendance at workshops on the pilot intermediate school curriculum. Table 41 summarizes responses from the guidance counselors. Sixteen of the 42 counselors reported having attended at least one of the five workshops, and 18 of the respondents had not been to any of the workshops. Attendance by counselors who responded was considerably poorer than was attendance among respondents who were supervisors. Three of the five workshops had not been attended by any counselor who responded. The few counselors who had attended workshops generally gave them favorable ratings.

Table 41

WORKSHOPS ON THE PILOT INTERMEDIATE SCHOOL CURRICULUM ATTENDED BY 42 GUIDANCE COUNSELORS OF 13 PILOT INTERMEDIATE SCHOOLS

Source: Questionnaire for Guidance Counselors, June 1969

Location and Date of Workshops	Number of Guidance Counselors Who Attended	Ratings	
		Median	Range
Brandeis H.S. (May and June 1966)	0	-	-
Workshops at Each I.S. (August 29-31, 1966)	7	Good	Good to Fair
G. Westinghouse V.H.S. (August 26-30, 1968)	0	-	-
New Paltz, N.Y. (September 13-15, 1968)	6	Excellent	Excellent to Good
Tarrytown, N.Y. (April 11-13, 1969)	0	-	-

Reactions of Guidance Counselors to the IS Program

The reactions of guidance counselors were of special interest to this study since their role was considered to be a major aspect of the intermediate school plan.

Parental Reaction to the Guidance Program

Most counselors managed to interview from one-fourth to one-half the parents of children assigned to them. Thirteen were able to interview 25 per cent of the parents, and 22 reported that they were able to interview 50 per cent of the parents. These data are summarized in Table 42.

Table 42

NUMBER OF COUNSELORS REPORTING VARIOUS PROPORTIONS OF INTERVIEWS WITH PARENTS

Grade Serviced	Proportion				
	25%	50%	75%	All	Omitted
6	1	9	-	-	1
7	9	6	-	-	1
8	3	6	1	-	3
6 and 7	-	-	-	-	-
6 and 8	-	1	1	-	-

Most counselors felt that parents became more interested in the intellectual development, emotional growth, and health needs of their children as a result of the pilot intermediate school approach to guidance. Their responses by grade level were as follows: grade 6, 9 "yes," 2 "no," and 1 omission; grade 7, 9 "yes," 4 "no," and 3 omissions; grade 8, 9 "yes," 0 "no," and 4 omissions; counselors of combined grades, 1 "yes" and 1 "no".

Guidance counselors gave various reasons for the increase in parental interest. Among 6th grade counselors, four cited the advantages of block programming in providing "meaningful dialogue" with parents and the teams of teachers involved. Other reasons given by 6th grade counselors were: uniqueness of the program; parent concern about foreign language, especially in the SPE classes; and cooperation of parent in placing new admissions.

Seventh grade counselors cited the value of small group counseling as a generator of conversation at home. Parents who are apprised of the services avail themselves of the opportunity to offer and seek assistance from counselors. Eight of the 16 7th grade counselors gave this as an explanation of parental interest.

Eighth grade counselors observed that they had come to know the children very well. (Some had been responsible for the same children throughout the three years of the IS program.) This intimate knowledge of the children and the policy of encouraging parent conferences were considered significant factors in parental involvement with counseling.

Six counselors, two in grade 6 and four in grade 7, felt that parental concern was not a function of the IS program, but rather evidence of parental interest regardless of program.

Sixth Grade Pupils in the Intermediate versus the Elementary School

Generally, counselors believed that sixth grade pupils belong in the intermediate school, although there were differences in responses by grade serviced. Table 43 gives a summary of the counselors' responses to the question about whether sixth graders would be better off in the elementary or the intermediate school.

Table 43

NUMBER OF COUNSELORS FAVORING THE INTERMEDIATE SCHOOL OR THE ELEMENTARY SCHOOL FOR SIXTH GRADE PUPILS

Grade Serviced	IS	ES
6	6	5
7	6	3
8	7	3
6-7	1	
6-8	1	

It will be noted from Table 43, that 6th grade counselors were almost evenly divided in their opinions as to whether sixth grade children should be retained in the elementary school or included in the intermediate school organization. Six favored the intermediate school, while five favored the elementary school.

Among seventh- and eighth-grade counselors, more than twice as many favored having 6th graders in the intermediate school.

Several reasons were advanced for favoring the IS organization for sixth graders. Significantly, three sixth grade counselors reported that these pupils were sufficiently mature to profit from modified departmental work. Usually, maturity of these children has been given as a source of the problems created by their presence in the IS organization.

Other reasons given for favoring retention of sixth graders in the IS were: children enjoy departmental work; they can be exposed to many new opportunities, i.e., foreign language, humanities, and typing; and the 6th grade acts as a bridge between the elementary and intermediate school.

Although these guidance counselors stated that they preferred keeping 6th graders in the IS school, they did qualify their approval. They cited factors of social, physical, and educational maturity that needed special attention. They stressed the need to modify departmentalization and to give children more orientation.

Of those who felt that sixth-graders belonged in the elementary school, most of those who commented cited the factors of social and physical maturity, the problems created by low reading ability, and work habits.

Continuity of Guidance Services

Only about one-half the counselors (20 out of 42) reported that they had been able to service the same pupils continuously from the 6th grade through the 8th grade. Thirteen had not been able to do so, two were undecided, and seven omitted the item.

Those who had been able to maintain continuous services were enthusiastic about this aspect of their guidance work. They gave the obvious reasons: continuity helps to develop better rapport between counselor and pupil; children develop a greater sense of security; counselors get to know the children, and often their parents, very well; counselors can develop and carry out a long range plan.

No negative statements were offered.

Attitudes of Students and Parents toward School

Counselors were asked to rate parental and student attitude toward school on a scale ranging from excellent to very poor. Results on this item are summarized in Table 44.

Table 44

NUMBER OF COUNSELORS RATING PARENT AND PUPIL ATTITUDE BY GRADE SERVICED BY COUNSELOR AND CATEGORY

Grade Serviced	Rating of Students					
	Excellent	Good	Fair	Poor	Very Poor	Omitted
6	2	6	2	-	-	1
7	3	8	1	1	-	3
8	4	6	-	-	-	3
6 and 7	-	1	-	-	-	-
6 and 8	-	1	-	-	-	-

Grade Serviced	Rating of Parents					
	Excellent	Good	Fair	Poor	Very Poor	Omitted
6	4	5	1	-	-	1
7	4	7	2	-	-	3
8	3	7	-	-	-	3
6 and 7	-	1	-	-	-	-
6 and 8	-	1	-	-	-	-

Guidance counselors, evidently, felt that both parents and students had very favorable attitudes toward the school. Of the 42 who returned questionnaires, 31 felt that students had either excellent or good attitudes toward school, and 32 felt that parents were very well disposed toward their school. It is interesting to note that one counselor reporting from a school where there had been extensive friction between parents and school also felt that reactions were very favorable (?), but another counselor omitted that question entirely.

Role of Guidance Counselor in IS versus JHS

Twenty-seven of the 42 counselors who returned the questionnaires said that their role in guidance was different from what it would be in a traditional junior high school. Ten saw no difference, and five omitted the item.

Among reasons given for viewing the role as different from the traditional junior high school were: reduced case load; opportunities for more counseling and less chore work; differences in the programs, i.e., individualization, team work with teachers; guidance in areas other than "crisis" counseling; more self-referrals by children; more time for liaison with other agencies and parents.

Counselors who saw no difference in the role stated that the basic services were the same and the techniques of small group counseling were available in both organizations.

Preference for Guidance Program in the IS versus the JHS

Generally, counselors preferred the guidance program planned for the intermediate schools over that offered in the junior high school. Twenty-six of the 42 said they preferred the IS, seven preferred the junior high school, and nine omitted the item.

The most popular reason for favoring the IS guidance program was the provision for a reduced case load. This was a reason stated by 8 of the 26 who favored the IS program. Other reasons given were that: there are more opportunities to service the children; there is more cooperative planning; the program promotes a more professional role for counselors; increased services make possible more effective guidance; children are provided with more meaningful relationships with counselors; the experimental nature of the program is exciting and challenging.

Of those (7) who preferred the junior high school organization, four felt that they had to spend more time with problem cases. Other reasons given were: excessive case-load and the need to perform routine chores which grade advisors perform in the junior high school.

FINDINGS: THE TEACHERS QUESTIONNAIRE

Approximately 100 copies of the questionnaire for teachers (Appendix C) were sent to each pilot intermediate school. Table 34, page 2 gives the number and percentage of responses received. The range of percentage of teachers responding by school was from 8 to 77 per cent. Based on an estimated 1,180 teachers of grades in the pilot program, 429, or 36 per cent returned questionnaires.

Descriptive Data

Because the study was concerned primarily with those five subjects in which major curricular innovations were introduced in the pilot program, the findings for the teachers' questionnaire are presented by subject area for the 136 teachers of the "pilot" subjects. Responses were received from 21 typing teachers, 35 teachers of foreign languages, 53 teachers of humanities, 13 art teachers, and 14 music teachers.

Biographical Information

Table 45 summarizes the personal data for the 136 respondents, by subject taught. Thirty per cent of the respondents were not licensed in the subject which they taught. The situation was most pronounced for respondents who taught foreign languages, three-fifths of whom were teaching out of license. Fifteen of the 21 typing teachers reported the number of semester hours they had taken typing as undergraduate students. The range of semester hours was from none to more than 13, with two the median number. Approximately one third of the respondents began teaching at the beginning of the pilot program or during the three years since its inception. Slightly more than half of the respondents had taught in the same intermediate school since the beginning of the pilot program. The 51 teachers who said they had been in their present school for more than three years were, of course, from the schools which were transformed into intermediate schools from old junior high schools. Only 16 of the respondents said they did not plan to remain in the same school for the 1969-70 school year. Many of those who intended to leave were doing so for personal reasons such as maternity leave or moving out of town.

Teaching Materials and Facilities

Teachers were asked to rate the quality of the curriculum materials provided for their subject areas and to indicate whether they considered possibilities for implementing the curriculum in their area adequate. Table 46 summarizes their responses. Approximately seven per cent of the respondents were critical of the curriculum materials. A proportionately greater number of humanities teachers rated the curriculum materials in their areas "fair"or "poor", than did teachers of the other four subjects. A higher percentage of typing teachers viewed curriculum materials in their area favorably than did teachers of other subjects. None of the respondents who taught typing or music rated their curriculum materials "poor."

Table 45

BIOGRAPHICAL INFORMATION ABOUT 136 TEACHERS OF SUBJECTS IN THE PILOT INTERMEDIATE SCHOOL PROGRAM

Source: Questionnaire for Teachers, June 1969

	Subjects Taught By Teachers Who Responded					
CATEGORY	Typing (N=21)	Foreign Languages (N=35)	Humanities (N=53)	Art (N=13)	Music (N=14)	Total (N=136)
SEX						
Males	5	14	22	5	5	51
Females	16	21	31	8	9	85
HIGHEST DEGREE EARNED						
Bachelors	10	20	27	7	5	69
Masters	10	13	24	6	9	62
Doctorate	0	2	2	0	0	4
Response Omitted	1	0	0	0	0	1
LICENSED IN SUBJECT						
Yes	19	14	39	8	14	94
No	2	21	14	4	0	41
Response Omitted	0	0	0	1	0	1
NUMBER OF YEARS TAUGHT						
0-3	6	15	18	5	4	48
4-6	5	10	13	2	1	31
7-10	4	6	11	4	6	31
11-15	3	1	5	2	3	14
16+	3	3	6	0	0	12
NUMBER OF YEARS IN PRESENT SCHOOL						
Less Than One	0	3	3	0	2	8
One	3	13	7	4	4	31
Two	5	2	8	2	0	17
Three	7	7	10	1	2	27
More Than Three	6	8	25	6	6	51
Response Omitted	0	2	0	0	0	2
PLANS TO TEACH IN THIS SCHOOL NEXT YEAR						
Yes	21	25	43	11	13	113
No	0	8	7	0	1	16
Response Omitted	0	2	3	2	0	7

Table 46

QUALITY OF CURRICULUM MATERIALS AND ADEQUACY OF FACILITIES FOR IMPLEMENTING THE CURRICULUM

Source: Questionnaire for Teachers, June 1969

	Subjects Taught By Teachers Who Responded					
	Typing (N=21)	Foreign Languages (N=35)	Humanities (N=53)	Art (N=13)	Music (N=14)	Total (N=136)
QUALITY OF CURRICULUM MATERIALS						
Excellent	4	4	6	3	1	18
Good	14	21	20	5	7	67
Fair	3	5	23	3	5	39
Poor	0	4	4	2	0	10
Response Omitted	0	1	0	0	1	2
ADEQUACY OF FACILITIES FOR IMPLEMENTING CURRICULUM						
Adequate	17	19	33	8	5	82
Inadequate	4	15	20	5	8	52
Response Omitted	0	1	0	0	1	2

Approximately 39 per cent of all the respondents were critical of the adequacy of the facilities for implementing the curriculum. Most critical were the music teachers, more than half of whom reported inadequate facilities, such as the lack of instruments and space. Foreign language teachers complained of the need for fully equipped, well maintained language laboratories. The most common request of humanities teachers was for more appropriate texts and additional audio-visual aids.

Typing teachers, more than any other group, said that facilities for implementation of the curriculum were adequate in their school. Only four of the 21 typing teachers reported an inadequate number of instructional materials and supplies. Only one teacher said there was not a typing station for every pupil in the class. Opportunities for pupils to practice typing were reported by several teachers. Ten teachers said that the eighth grade curriculum made provision for pupils in their school to use typing classes to prepare reports and assignments for other subject areas; eight teachers said it did not.

Teachers of foreign language and humanities were asked additional questions about curriculum materials. Only three of the 35 foreign language teachers reported not having Task Force Bulletin #13, the basic curriculum guide for the first two years of the pilot foreign language program. Twelve of those responding reported not having access to Task Force Bulletin #15, the student text in Italian. More teachers indicated they had access to the basic curriculum guide used throughout the secondary schools (New York City Foreign Language Program for Secondary Schools, Levels 1-4 or 5) than the audio-lingual guides for the pilot program. Five of the 53 humanities teachers said they had no access to Task Force Bulletin #10, the basic curriculum guide for the first two years of the pilot humanities program. In addition, there were three supplemental bulletins. Seven humanities teachers said they had no access to the supplemental bulletin for grade 6, 11 said they had no access to the bulletin for grade 7, and 14 said they had no access to the bulletin for grade 8.

Use and Effectiveness of Instructional Arrangements

Teachers reported the frequency of use and the effectiveness of four types of instructional arrangements: cluster teaching, team teaching, small group instruction, and individualized instruction. These data are presented in Table 47. Few teachers reported the use of cluster teaching. Slightly more than half of the respondents reported that team teaching was never or hardly ever used. When it was reported as having been used, such as in humanities, music, or art, teachers felt it was used effectively. Approximately 30 per cent of the respondents reported that small group instruction and individualized instruction were never or hardly ever used. Only five per cent of the 136 respondents reported that either instructional arrangement, when used, was "ineffective."

Sociometric Data: Integration

Teachers were asked the question: "From your observations both in class and in informal school situations, to what extent do you think pupils 'socialize' with children of other ethnic groups?" Several teachers felt that the question was not applicable to their teaching situation. Table 48 indicates that teachers thought that children mixed across ethnic lines least frequently in approaches to the school, which possibly reflects segregated housing patterns and the effects of bussing. Integration was more frequently viewed as occurring to some degree in the classrooms and in school corridors when children move from one class to another. None of the music teachers felt there was a total absence of integration in any of the classes or informal school situations. Several explanations were offered for the lack of intergroup interaction. There was some feeling that integration occurred more frequently among brighter students than among slower ones. Language barriers also tended to separate students.

Table 47

USE AND EFFECTIVENESS OF INSTRUCTIONAL ARRANGEMENTS

Source: Questionnaire for Teachers, June 1969

	Subjects Taught By Teachers Who Responded					
Instructional Arrangement	Typing (N=21)	Foreign Languages (N=35)	Humanities (N=53)	Art (N=13)	Music (N=14)	Total (N=136)
CLUSTER TEACHING						
Used Often and Effectively	1	2	1	0	0	4
Used Often but Ineffectively	1	0	1	0	0	2
Used Occasionally and Effectively	0	0	4	0	3	7
Used Occasionally but Ineffectively	0	0	3	0	0	3
Never Or Hardly Ever Used	14	29	35	11	8	97
Response Omitted	5	4	9	2	3	23
TEAM TEACHING						
Used Often and Effectively	0	0	9	1	0	10
Used Often but Ineffectively	0	0	1	0	0	1
Used Occasionally and Effectively	2	0	9	5	6	22
Used Occasionally but Ineffectively	0	0	6	0	1	7
Never or Hardly Ever Used	12	29	25	5	6	77
Response Omitted	7	6	3	2	1	19
SMALL GROUP INSTRUCTION						
Used Often and Effectively	1	1	11	2	1	16
Used Often but Ineffectively	0	1	1	0	0	2
Used Occasionally and Effectively	10	13	20	7	7	57
Used Occasionally but Ineffectively	1	1	1	0	0	3
Never or Hardly Ever Used	3	17	14	3	5	42
Response Omitted	6	2	6	1	1	16
INDIVIDUALIZED INSTRUCTION						
Used Often and Effectively	8	5	13	4	1	31
Used Often but Ineffectively	1	1	0	0	0	2
Used Occasionally and Effectively	7	10	22	6	6	51
Used Occasionally but Ineffectively	0	2	1	0	0	3
Never or Hardly Ever Used	2	16	13	3	6	40
Response Omitted	3	1	4	0	1	9

Table 48

TEACHERS' RESPONSES TO THE EXTENT OF INTEGRATION IN SCHOOL SITUATIONS

Source: Questionnaire for Teachers, June 1969

		Subjects Taught By Teachers Who Responded					
Situation	Degree of Integration	Typing (N=21)	Foreign Languages (N=35)	Humanities (N=53)	Art (N=13)	Music (N=14)	Total (N=136)
IN CLASS							
	Not At All	0	0	2	1	0	3
	Limited Extent	8	7	7	1	2	25
	Some Extent	8	11	15	5	5	44
	Great Extent	1	9	16	5	0	31
	Response Omitted	4	8	13	1	7	33
LUNCHROOM							
	Not At All	1	0	5	2	0	8
	Limited Extent	5	5	13	5	4	32
	Some Extent	5	10	13	2	3	33
	Great Extent	3	8	6	1	0	18
	Response Omitted	7	12	16	3	7	45
PLAYGROUND							
	Not At All	1	0	5	2	0	8
	Limited Extent	4	3	12	3	2	24
	Some Extent	5	12	14	3	4	38
	Great Extent	4	9	7	1	0	21
	Response Omitted	7	11	15	4	8	45
APPROACHES TO SCHOOL							
	Not At All	2	2	7	2	0	13
	Limited Extent	5	7	14	5	5	36
	Some Extent	7	11	13	1	1	33
	Great Extent	2	4	2	1	0	9
	Response Omitted	5	11	17	4	8	45
SCHOOL TRIPS							
	Not At All	0	0	4	0	0	4
	Limited Extent	7	4	8	6	2	27
	Some Extent	4	5	12	2	2	25
	Great Extent	3	9	13	4	2	31
	Response Omitted	7	17	16	1	8	49

(continued)

Table 48 (continued)

Situation	Degree of Integration	Typing (N=21)	Foreign Languages (N=35)	Humanities (N=53)	Art (N=13)	Music (N=14)	Total (N=136)
CORRIDORS							
	Not At All	3	0	4	1	0	8
	Limited Extent	6	6	10	5	2	29
	Some Extent	5	12	16	5	5	43
	Great Extent	3	7	8	1	1	20
	Response Omitted	4	10	15	1	6	36
AFTER-SCHOOL							
	Not At All	0	1	5	0	0	6
	Limited Extent	5	2	9	5	6	27
	Some Extent	4	8	15	3	1	31
	Great Extent	4	7	4	2	0	17
	Response Omitted	8	17	20	3	7	55

Subjects Taught By Teachers Who Responded

Workshops

The item in the questionnaires for principals, assistants-to-principal, and guidance counselors which requested information about attendance at workshops on the pilot intermediate school curriculum also appeared in the teachers' questionnaire. Slightly more than two-thirds of the respondents who taught art, humanities, and typing, 57 per cent of those who taught foreign languages, and 43 per cent who taught music had attended at least one workshop. Only one respondent had been to the week of full-day sessions at George Westinghouse Vocational High School held prior to the introduction of the pilot curriculum for the eighth grade.

Table 49 presents the ratings of the workshops made by teachers who attended them. The median reaction of teachers to the workshops was "excellent" or "good." Workshops held at the individual schools during the weekend preceding the opening of the school term when the new curriculum was introduced for the first time were viewed slightly less favorably than were other workshops. Reaction was most favorable to the weekend workshop on the campus of the State University of New York at New Paltz, in September, 1968.

Table 49

WORKSHOPS ON THE PILOT INTERMEDIATE SCHOOL CURRICULUM ATTENDED BY 136 TEACHERS OF SUBJECTS IN THE PILOT PROGRAM

Source: Questionnaire for Teachers, June 1969

Location and Date of Workshop	Teachers Who Attended		Rating	
	Number	Per Cent	Median	Range
Brandeis H. S. (May and June 1966)	11	8	Good	Excellent to Fair
Workshops at Each I.S. (Aug. 29-31, 1966)	28	21	Good	Excellent to Poor
G. Westinghouse V.H.S. (Aug. 26-30, 1968)	1	1	Good	-----
New Paltz, N. Y. (Sept. 13-15, 1968)	17	13	Excellent	Excellent to Good
Tarrytown, N. Y. (April 11-13, 1969)	28	21	Good	Excellent to Fair

Reactions of Teachers to Special Curriculum Areas

The Teachers Questionnaire also contained separate sections to be completed by teachers of foreign languages, music, art, typing, and humanities. Several of the items were designed to elicit reactions to aspects of the intermediate school program in these areas.

Reactions of Foreign Language Teachers to the IS Program

Thirty-five teachers of foreign language returned questionnaires, representing thirteen IS schools.

Teacher Acceptance of the IS Curriculum Goals in Foreign Language

Foreign language teachers gave strong approval to the IS goals. Of the 35 teachers who responded, 29 approved the IS goals. Five disapproved and one omitted the item.

Teachers who favored the IS goals did not comment on their preference. Two of those who did not favor the goals made these comments: (1) Exposure of foreign language to all pupils does not work. Many lack the proper foundation for this area. (2) There is no provision for pupils who fail over and over again.

The IS versus the JHS Grade Organization

Foreign language teachers preferred the junior high school organization over the intermediate school. The tally was: JHS, 23; IS, 12.

Relevance of the Foreign Language Curriculum for the Pupil Population

There were 23 foreign language teachers who felt that the IS curriculum was relevant for their pupil population, but they gave little or no supplementary comment regarding their decision. Ten teachers felt that the program was not relevant and many made comments to support their statement. They were concerned with Spanish speaking children who "did not belong" in beginning classes or who should be taking Spanish. They noted that the Spanish curriculumwas not correlated with the Puerto Rican backgrounds of the pupils. Another comment was related to needs for modifying the program for slow children and those with poor reading ability in English.

Homogeneous versus Heterogeneous Ability Grouping in Foreign Language

Foreign language teacherswere overwhelmingly in favor of homogeneous ability grouping. Of the 35 teachers, 27 favored homogeneous grouping, and five favored heterogeneous grouping. Three omitted the item.

Opportunities for Meeting with Colleagues

Foreign language teachers were satisfied with their opportunities for meeting with colleagues. Only seven of the 35 were dissatisfied, while 28 said they were satisfied. They supported this statement by reporting that they met weekly (N=22) or monthly (N=5), while six reported that they met irregularly and one reported that they did not meet at all. One omitted the item.

Pupils to Be Included in Foreign Language Teaching

Of the 35 teachers who taught foreign language, 25 felt that not all pupils should be included in the foreign language program. Of these, 16 felt that the program should begin in grade 5, and all but one of these felt that it should continue through grade 9. The exception designated grades 5 to 8 as acceptable. Five indicated that foreign language teaching should start in grade 6 and be carried through grades 8 or 9. Three would postpone initial foreign language teaching to grade 7. One teacher said that instruction should begin in the elementary school. Three teachers amplified their choices by stating that all children should be exposed to one year of teaching, but study should be discontinued if the pupil was not interested or did not show ability in the area.

When asked on what basis children should be selected for the program, 18 of the 24 teachers who responded in this category said that pupils should be reading on grade or above to be included in the program, and 17 felt that pupil interest should be considered. The categories of choice were not mutually exclusive. For example, four teachers specified only the requirement that pupils be on grade level, and six designated interest as the only requirement. Three teachers felt that only SP (gifted) children and/or pupils reading on grade should be included; seven felt they should be reading on grade and/or be interested in the study; and four felt that all three factors should be considered. Three teachers added notes stating that, although they felt all children should be exposed to foreign language teaching, it should be discontinued after one year if the pupil was not interested or showed no ability in the subject.

Teachers were asked whether the humanities curriculum should be considered as part of the foreign language program. This question was raised because it had been found that some schools did combine the two, while others combined humanities with English or social studies, or taught humanities as a separate subject.

Twenty teachers felt that the humanities should not be taught with foreign language, while 15 felt that the two subjects could be combined. Few made comments to support their positions. Three mentioned that there was no connection between the two areas. One indicated that the two could be combined "in the sense that it can expose students to foreign authors."

Interviews with school staffs and observations at teacher training sessions suggest that many teachers do not really grasp the goals and subject matter of the humanities curriculum.

Most of the teachers who returned questionnaires felt that pupils should receive two years of foreign language instruction in the intermediate school. Of the 35 who replied, 26 indicated this preference. Sixteen clearly preferred the 7-8 grade sequence and four, the 6-7 sequence. Six who preferred the two-year course did not care whether it was the 6-7 or 7-8 sequence that was provided. Two teachers wrote in a choice for the 6-7-8 three-year sequence.

Few teachers would confine foreign language teaching to a one-year course. Only three preferred a one-year course to be given in 6th, 7th, or 8th grade, and one chose either 7th or 8th grade. Two gave qualified selections: one chose one year in grade 6 or two years in grades 6 and 7; the other chose one year in grade 8 or two years in grades 7 and 8. (These choices were included in the count for the two-year sequences.)

Reactions of Music Teachers to the IS Program

Although teachers of both music and art are considered part of the intermediate school Creative and Performing Arts Program, the analysis here discusses only responses of music teachers. The analysis for teachers of fine arts appears in the following section.

Teacher Acceptance of the IS Curriculum Goals in Music

Of the 14 Music teachers who returned questionnaires, 10 agreed with the major goals of the IS program in their subject area. Three disagreed and one omitted the item. There were no comments by those who approved the goals. Two teachers who did not favor the goals gave these reasons: (1) the music cycles are too short for violin sections, and (2) it is not fair to expose a child to the program or give him a musical instrument for so short a time.

The IS versus the JHS Grade Organization

Music teachers generally do not favor the IS organization, if we are to judge by the 14 teachers who responded to this questionnaire. Twelve of the 14 preferred the junior high school grade organization.

Relevance of the Music Curriculum for the Pupil Population

Nine of the 14 music teachers felt that the music curriculum was relevant for the populations of their schools, even though one did say that he supplemented the materials with his own rexographed sheets. Each of the four who gave negative replies added comments. These included such statements as "not enough instruments," "the curriculum is not geared for Puerto Rican and Afro-American children," "outdated repertoire," and "the curriculum is not geared to children in lower socio-economic groups." One teacher omitted the item.

Homogeneous versus Heterogeneous Ability Grouping in Music

Eleven of the 14 teachers preferred homogeneous grouping for music teaching. Only three indicated a preference for heterogeneous grouping.

Opportunities for Meeting with Colleagues

Music teachers were about equally divided in the reaction to opportunities for meeting with colleagues. Seven said they had adequate opportunities and six said they did not. One omitted the item. Nevertheless, nine reported that they met weekly; one, monthly; four, irregularly; and only one said they did not meet at all.

Satisfaction with Cycling

Ten of the 14 music teachers said that cycling was used in their school, but six of these ten expressed dissatisfaction with the procedure. The reasons they gave for their dissatisfaction included such statements as "motivated pupils find the program terminated just as they find success" and "the periods are too short for learning how to play an instrument properly."

Selection of Pupils for Instrumental Music

Teachers were asked whether all pupils should be programmed for instrumental music. Ten felt that it should not be given to all pupils. Only two felt that it was suitable for all children. Of those who opposed instruction for all pupils, four felt that only the talented should be included, five felt that pupils should be allowed to choose, and one said both talent and choice should be considered.

Grade Levels for Introducing Music

If instrumental music is to be introduced at all, music teachers believe that it should be begun in the fifth grade. Eleven of the 14 teachers made this choice, one indicated the sixth grade as a starting point, and two omitted the item.

Adequacy of Available Time for Teaching the Creative and Performing Arts Curriculum

Eight music teachers felt that there is sufficient time in the school day for teaching subjects, such as music, art, dance and drama, as envisioned in the pilot intermediate school curriculum. Three felt there was not enough time, and three omitted the item.

Impact of the Creative and Performing Arts Curriculum on Other Subjects

The question on the effect of the Creative and Performing Arts on other areas of the curriculum stimulated extended responses by those who felt that there was a strong, favorable impact. Eight of the 14 teachers felt that there was a close link between music and other curriculum areas.

They cited the introduction of historical and mathematical concepts, the use of foreign language (Italian) for music symbols, understanding scientific concepts of acoustics, reading skills, dramatic presentation, exposure to many cultures, and general understanding of "man." Of the three who saw no connection, one surprisingly stated that there is "little or no correlation between music and other areas of the curriculum." Three teachers omitted the item.

Reactions of Fine Arts Teachers to the IS Program

Fine arts are considered as part of the Creative and Performing Arts curriculum. Music, also a part of this curriculum, has been considered in the previous section. Responses of the thirteen fine arts teachers who returned questionnaires are considered here. Some of these teachers answered questions concerning music as well and their answers to those items have been included here.

Teacher Acceptance of the IS Curriculum Goals in Fine Arts

Based upon the responses of these 13 fine arts teachers, there seems to be general acceptance of the IS curriculum goals in the fine arts. Eleven teachers gave unqualified approval to the program. The two who were not in agreement with the IS goals gave these reasons: (1) not everyone should take art, (2) equipment is poor, and (3) cycling periods are too short.

The IS Organization versus the JHS Grade Organization

Fine arts teachers were not in such strong agreement on school organization. Seven favored the IS organization, while six favored the JHS organization.

Relevance of the Fine Arts Curriculum for the Pupil Population

Eight fine arts teachers felt that the curriculum in their area was relevant to the pupil population of their school, but none chose to comment on this opinion. However, four who felt that the curriculum was not relevant and one who answered "yes and no" all commented on their choice. These are some of their observations. "The curriculum needs more identification with African art, artists, and Harlem culture." "The curriculum started at too advanced a level for our population." "The projects were designed for ghetto areas. We changed the projects and curriculum for our immediate needs."

Homogeneous versus Heterogeneous Ability Grouping in Fine Arts

Like the music teachers, a majority of fine arts teachers preferred homogeneous grouping of pupils to heterogeneous grouping. Eight chose the former, while five chose the latter.

Opportunities for Meeting with Colleagues

Fine arts teachers, unlike the music teachers, were quite satisfied with the opportunities they had to meet with colleagues. Eleven of the 13 said they had sufficient opportunities for such meetings, while only two were dissatisfied. Five reported that they had weekly meetings, five reported monthly meetings, one said they met at irregular intervals, and one reported that they did not meet at all. One omitted the item.

Satisfaction with Cycling

Six art teachers reported that cycling was used in their schools and five of these expressed satisfaction with the procedure. In spite of their expressions of satisfaction, they did comment that a longer period would be desirable and one added that major art should continue for a full year in seventh and eighth grade.

Adequacy of Available Time for Teaching the Creative and Performing Arts Curriculum

Seven of the 13 art teachers felt that there was sufficient time in the school day for teaching the creative and performing arts program. Six felt there was not sufficient time.

Impact of the Creative and Performing Arts Curriculum on Other Subjects

Four fine arts teachers felt that the inclusion of the Creative and Performing Arts Curriculum in the intermediate school program affected teaching in other areas. Five felt that it did not have any effect, and four omitted the item. Those who felt that it did affect work in other areas gave reasons of opposing value. One, for example, said that performances cut into time for other classes. On the other hand, another said that fine arts can be related to other subjects and to the children's background; and still another said that the program provides the teacher with more "avenues to approach his subject" and that a wider scope of activities was stressed.

Reactions of Typing Teachers to the IS Program

There were 21 teachers of typing who returned questionnaires. The following is an analysis of their responses to items revealing reactions and attitudes toward the intermediate school curriculum.

Teacher Acceptance of the IS Curriculum Goals in Typing

Eighteen of the 21 typing teachers agreed with the major goals of the intermediate school curriculum. Few commented on their reasons. One observed that typing skills must be developed before children can begin to use the typewriter as a language arts tool. They must be able to type twenty-five words per minute, and few IS pupils reach this speed. One who was opposed to the curriculum objectives stated that pupils should first achieve minimum reading standards for the sixth grade before being allowed to take typing.

The IS versus the JHS Grade Organization

Even though typing teachers are enthusiastic about the curriculum goals of the intermediate schools, many seem to prefer the junior high school organization. Eleven of the 21 who responded favored the junior high, while eight favored the intermediate school.

Relevance of the Typing Curriculum for the Pupil Population

Most typing teachers felt that the IS curriculum was relevant for the pupil population of their school. Of the 21 teachers who returned questionnaires, 16 found the curriculum satisfactory and three found it unsatisfactory. Two omitted the item.

Even though they felt the program was relevant, teachers made qualifying observations. They noted, for example, that much adaptation was needed in terms of instructions and materials. They mentioned the necessity of preparing materials for slow learners and poor readers. Several stressed the need of pupils for remedial reading and others stated that they prepared their own materials. All three who found the program inappropriate also stressed the greater need of the pupils for remedial instruction in reading and mathematics.

Homogeneous versus Heterogeneous Ability Grouping in Typing

Typing teachers favor homogeneous grouping for their pupils. Sixteen of the 21 expressed this preference, while four favored heterogeneous grouping. One omitted the item.

Opportunities for Meeting with Colleagues

Typing teachers were about evenly divided on the subject of meetings with their colleagues. Ten replied "Yes" and 11, "No" to the question: "Do you feel that you have adequate opportunities for meeting with your subject area colleagues to plan your work?" They reported that they had meetings at various intervals: 7, weekly; 4, monthly: 7,irregularly; 1, not at all; and the others omitted the item.

Grade Level for Introducing Typing

Although six of the respondents felt that fifth grade pupils should be given instruction in typing and one teacher felt that even fourth grade was not too early, 13 of the other 14 teachers who offered an opinion felt that typing should be taught for the first time in the sixth grade. One teacher considered eighth grade the proper level at which to begin typing instruction.

Impact of the Typing Curriculum on Other Subject Areas

One of the objectives of the intermediate school typing curriculum was to provide assistance in other school subjects. Teachers were asked whether they felt that the typing curriculum did, indeed, provide such assistance. Sixteen teachers felt that it did, two said it did not, and three omitted the item. Twelve of the teachers who said "Yes" noted that typing study increases reading, writing, and spelling skills. Five said that it "facilitates" homework in other subject areas. Other advantages given were that typing study "encourages creative writing," "teaches form and style," and "improves listening."

Parental Reactions to the Typing Course

Teachers of typing were asked two questions with regard to parental response to the program. One asked whether they actually did get parental reactions. Eight reported that they often got such responses, 10 reported that they seldom got parental reaction. One reported no reaction, and two omitted the item.

For those who did get such reaction, 17 reported that it was positive. The other 4 teachers omitted the item.

Reactions of Humanities Teachers to the IS Program

Humanities teachers were not licensed in the subject. They were licensed in common branches, English, social studies, and foreign languages for the most part, and occasionally in other areas of the curriculum. Almost all taught humanities as well as or in conjunction with another curriculum area. Only a few taught humanities exclusively.

Teacher Acceptance of the IS Curriculum Goals in Humanities

Intermediate school teachers who were involved with the humanities program were strongly in favor of the curriculum goals in that area. There were 40 who expressed agreement and nine who disagreed. Four omitted the item. There were few comments added to this response and these were made by those who disagreed with the goals. Their statements indicated unfamiliarity with the materials, dissatisfaction with the vagueness of the subject matter, and the unstructured nature of the entire program.

The IS versus the JHS Grade Organization

Teachers of the humanities, all of whom were licensed in other curriculum areas including common branches, tended to prefer the junior high school grade organization, but not by a large margin. There were 27 who preferred the 7-8-9 grade pattern and 21 who preferred the 6-7-8 plan. Five omitted the item.

Relevance of the Humanities Curriculum for the Pupil Population

Since the humanities curriculum had been developed especially for the intermediate school program, it might be expected that it would be considered relevant for the pupil population. In fact, a majority (N=34) of the humanities teachers did think so, but many qualified their answers by adding that they adopted the materials to correlate them with another curriculum area, such as social studies or foreign language, or to make it more closely related to the pupils' backgrounds. Teachers who did not find the curriculum relevant (N=17) felt that the materials were too advanced for their pupils and required more competence in reading than the children actually had. Two teachers omitted the item.

Homogeneous versus Heterogeneous Ability Grouping in Humanities

Like teachers of other curriculum areas, humanities teachers prefer homogeneous over heterogeneous ability grouping. The responses were as follows: 35 for homogeneous grouping; 14 for heterogeneous grouping; and four omissions.

Opportunities for Meeting with Colleagues

More than half the humanities teachers were satisfied with the opportunities they had for meeting with their colleagues to discuss and plan their work. There were 30 teachers who expressed satisfaction and 22 who expressed dissatisfaction. One omitted the item. Of these, 28 reported that they met weekly, 8 met monthly, 11 met at irregular intervals, and 5 said they did not meet at all.

The Humanities As a Separate Curriculum Area

Sixteen teachers felt that the humanities should be taught as a separate curriculum area, while 32 felt that it should be taught in conjunction with another subject. (There were five omissions.) Some thought it should be taught in conjunction with more than one area, and the frequencies reflect this duplication. The choices were as follows: social studies, 22; language arts, 19; art and music, 16; foreign language, 9; other areas, 2.

Grade Levels at Which Humanities Should Be Taught

The majority of teachers of humanities felt that the subject should be taught at all grade levels from 5 to 8. Eighteen expressed this preference. Seven felt it should be taught in grades 6 to 8, five felt the subject should be taught in grades 7 and 8, and six felt it should be taught in grade 8 only. There were scattered choices for individual grade levels; two for grade 5, one for grade 6, one for grade 7, and two for the combination of grades 6 and 7. Five teachers felt that humanities should not be taught at all and six omitted the item.

Preparation for Teaching the Humanities

Since there is no established license for teaching the humanities, teachers had to be selected on the basis of general qualifications and interest. For common branches teachers who usually taught the sixth grade, it meant merely one more subject to be included. Did teachers feel that they were prepared to cope with this curriculum? Generally, they did. Thirty-three said "Yes" and 17 said "No" in response to this question. Three did not answer.

The reasons teachers gave for their responses were quite interesting, and reveal the teachers' perceptions of the background needed for giving this course. One felt that a good liberal arts background and educational training was sufficient preparation. Another felt qualified because of his background in history and sociology. Still another was "intrigued by the thought of helping make this a better world for all people" and felt that his wide travelling experiences and work in human relations qualified him. Many social studies teachers felt they were qualified mostly because they consider the humanities a part of their field. One had a Master's degree in humanities and had written much of the Board of Education material.

On the negative side, teachers reported that the course was too vague, that they were not sure what the humanities was about, and that they needed more preparation and training before teaching it to others. Several were dissatisfied with the curriculum guides in terms of the grades they taught. These were primarily sixth grade teachers with common branches licenses.

Reactions of All Responding Teachers to Selected Topics

It is of interest to learn how teachers in general, regardless of area of specialization, reacted to three phases of the intermediate school porgram: (1) the goals, (2) the grade organization, and (3) ability grouping of pupils.

The IS versus the JHS Grade Organization

In spite of their preference for the IS goals, a greater proportion of teachers expressed a preference for the junior high school organization of grades 7, 8 and 9 over the intermediate school grouping of 6, 7 and 8. The divergence between the two groups was not as great as for the goals of the intermediate school program, however. The junior high school organization was favored by 59 per cent, while 41 per cent favored the intermediate school. The direction of preference was consistent for all curriculum areas except art (total N=13) and social studies. A summary of teacher responses to this item is presented in Table 50.

Table 50

NUMBER[a] AND PROPORTION OF TEACHERS FAVORING THE IS OR JHS GRADE ORGANIZATION BY CURRICULUM AREA

	IS		JHS	
Curriculum Area	N	%	N	%
Foreign Language	12	34	23	66
Typing	7	35	13	65
Music	5	36	9	64
Art	7	54	6	46
Humanities	21	44	27	56
English	14	38	23	62
Social Studies	23	55	19	45
Mathematics	29	41	41	59
General Science	15	48	16	52
Home Economics	6	35	11	65
Health Education	12	43	16	57
Industrial Arts	5	22	18	78
Other Teachers	11	39	17	61

[a] Omitted responses have not been included in this table.

Teacher Acceptance of the IS Curriculum Goals

An overwhelming majority of intermediate school teachers, whether considered by subject area or as a whole, agreed with the goals of the intermediate school program. There were 395 teachers who responded to this question, and 324 of them expressed this agreement, a proportion of 82 per cent. Table 51 gives the number and proportion who responded for each curriculum area.

Homogeneous versus Heterogeneous Ability Grouping

It is apparent that, if teachers favored the goals of the intermediate school program, they felt that they could be achieved better by homogeneous than by heterogeneous ability grouping. A summary of teacher responses to this item appears in Table 52.

Table 51

NUMBER[a] AND PROPORTION OF TEACHERS AGREEING OR DISAGREEING WITH IS GOALS BY CURRICULUM AREA

	Agree		Disagree	
Curriculum Area	N	%	N	%
Foreign Language	28	85	5	15
Typing	18	86	3	14
Music	10	77	3	23
Art	11	85	2	15
Humanities	40	82	9	18
English	24	69	11	31
Social Studies	38	91	4	9
Mathematics	52	79	14	21
General Science	27	90	3	10
Home Economics	14	88	2	12
Health Education	21	75	7	25
Industrial Arts	22	92	2	8
Other Teachers	19	76	6	24

[a] Omitted responses have not been included in this table.

Table 52

NUMBER[a] AND PROPORTION OF TEACHERS PREFERRING HOMOGENEOUS OR HETEROGENEOUS ABILITY GROUPING BY CURRICULUM AREA

	Homogeneous		Heterogeneous	
Curriculum Area	N	%	N	%
Foreign Language	27	84	5	16
Typing	16	80	4	20
Music	11	79	3	21
Art	8	62	5	38
Humanities	35	71	14	29
English	27	73	10	27
Social Studies	38	84	7	16
Mathematics	67	92	6	8
General Science	27	84	5	16
Home Economics	13	81	3	19
Health Education	18	62	11	38
Industrial Arts	16	64	9	36
Other Teachers	23	88	3	12

[a] Omitted responses have not been included in this table.

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CHAPTER V

FINDINGS: THE PILOT INTERMEDIATE SCHOOL CURRICULUM

When New York City considered grade reorganization from K-6, 7-9, and 10-12 to K-4, 5-8, and 9-12, it was concerned with achieving excellence in education, and especially with improving the nature of the curriculum to be presented at each level. The Committee Recommendations to the Superintendent of Schools in 1965 stated that "a defined, sequential program for the development of values based on newly-prepared (italics supplied) curriculum material be planned and initiated in the schools."[1] Besides continuing the teaching of commonly accepted subject areas, the Committee further recommended the introduction of typing and foreign language for all pupils in the fifth grade, and the development of courses of study in the humanities, family and urban living.

There already existed a body of curriculum materials in the basic subjects for the junior high school grades 7-8-9. These had been prepared for all the subject areas taught in the existing junior high schools. In addition, a special series in language arts, science, mathematics and social studies had been prepared for use with SP and SPE classes for gifted children. These curriculum materials, together with State publications, served as resource materials for the development of a series of Task Force Bulletins prepared especially for the newly organized Pilot Intermediate Schools. (See Appendix.)

The Task Force Bulletins were developed during the summer of 1966, in most cases reaching the schools in September of that year. Others, especially the one on humanities, were not available until December of that year.

Supplements to the foreign language manuals and the humanities curriculum were prepared in central headquarters offices and distributed to the schools in 1967-68 and 1968-69.[2]

The essential differences in curriculum between the established junior high school and the newly organized intermediate schools are as follows:

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[1] New York City Public Schools. Primary School, Intermediate School, Four-Year Comprehensive High School. Committee Recommendations to the Superintendent of Schools. December 20, 1965. p.38

[2] See Curriculum Materials for Pilot Intermediate Schools and Use of Task Force Reports in Pilot Intermediate Schools in the Appendix.

Basic Subjects

There was no major difference in the planning for teaching language arts, mathematics, science, and social studies in either the junior high or the intermediate schools.

For sixth grade pupils, the introduction of departmentalization in these areas was the novel aspect of the IS curriculum, although, in practice, many IS schools used a self-contained classroom with a single teacher for these subjects.

Foreign Language

While, in junior high schools, foreign language is taught primarily to pupils in the enriched three-year program for the gifted (SPE) from grade 7, and in grades 8 and 9 to the accelerated SP, in the intermediate schools, foreign language was to be taught to all pupils in grades 6, 7, and 8.

Creative and Performing Arts

The program of the junior high school provides for courses in fine arts, major arts, music and major music. Major art and music are usually scheduled for 4 periods per week and are offered to pupils selected as talented in these areas. Fine arts and music are scheduled for 2 and 1 period per week respectively for all other students. There are no regularly scheduled drama or dance classes. Drama usually is included in English studies, and the dance is usually part of the physical education program.

The IS curriculum visualized a coordinated program of Creative and Performing Arts, including music, art, drama, and dance, all of which were to be offered to all pupils. In Music, all pupils were to have at least 10 weeks of instrumental music and 10 weeks of vocal music during the sixth year. These ten-week cycles were to be alternated with fine arts, dance and the drama. Some provision was made, also, for work in major art and major music for talented pupils.

Typing

In junior high schools, pupils may take typing in lieu of Industrial Arts or Home Economics. It is taught for a half year for 4 or 5 periods per week. Usually, only pupils in advanced classes, such as SP or SPE, take the course. In the intermediate school, typing was to be offered to all pupils at all grade levels for 1 or 2 periods per week. A more intensive ten-week cycle was also possible.

New Curriculum Areas

Humanities, Family and Urban Living, Drama and Dance in the Creative and Performing Arts curriculum, all were new features of the IS, which are not planned into the junior high school curriculum as special subject areas.

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Guidance

Group Guidance is a regular feature of the junior high school. It is usually scheduled for 1 period per week in all classes for grades 7 to 9. These are usually staffed by teachers. Other guidance services include vocational and educational counseling, special advice on high schools, and the usual "crisis" counseling at all levels. These and other services are performed by licensed counselors.

For the intermediate schools, an extensive guidance program was planned. When the pilot program began, licensed counselors were allotted to each school so that there was a ratio of about 250 pupils per counselor in the sixth grade. In order to retain the pupil-counselor ratio, it was expected that there would be an increase in the number of counselors as additional grades were added to the school.

The plan was to let pupils have the same counselor throughout the three grades. Counseling was to include large and small group instruction, as well as individual work.

Another aspect of the IS program was the innovation of the educational planning team, which was to diagnose "pupils' needs and the individualization of instruction. "Counselors, teachers, and other specialists, working with administrators and supervisors, were to plan for "the total educational growth of individual pupils from their admission to the Intermediate School to their discharge from it."[3]

The present study investigated the degree to which the curricula designed specifically for the intermediate schools had been implemented.

A committee of these consultants was selected to visit all the intermediate schools and to report on their observations. Each evaluator spent a full day in a school, and two additional days for classroom observations and conferences in each of six schools selected for more intensive study.

The consultants were provided with guidelines to be used in their interviews, so that a uniformity of reporting could be achieved. The Basic Data Interview Guide (See Appendix D) which was to be used for all schools, covered these areas: curriculum materials, supervision, sub-school structure, service to the community, grouping and flexibility.

Sections were also related to the curriculum in foreign language, the creative and performing arts, typing, humanities, and guidance. The topics covered were programming, goals, coordination of curriculum areas, discipline, and attitudes.

For the six pilot intermediate schools selected for more intensive study, the Evaluation Committee concentrated on five curriculum areas, i.e., foreign language, creative and performing arts, typing, humanities, and guidance. An Interview Guide for Curriculum Evaluation was provided for each area. (See samples in Appendix.) The data to be obtained covered questions related to materials, equipment, coordination across subject areas, programming, instructional methods, articulation with elementary and senior high schools, and staff attitudes.

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[3] New York City Public Schools. Op. cit. p. 36

The following is a summary of the investigators' findings on the curriculum of the 14 pilot intermediate schools. It was prepared by the Curriculum Evaluation Committee, consisting of Dr. Edward Frankel, Assistant Professor at Lehman College, Mrs. Olga Spelman, Principal (retired) of the New York City Board of Education, and Professor Marshall Tyree of New York University.

REPORT OF THE CURRICULUM EVALUATION COMMITTEE

The report presented here follows the major organizational headings of the Interview Guidelines which appear in the Appendix.

Survey of the Fourteen Schools

Each pilot intermediate school was visited at least once by a member of the Curriculum Evaluation Committee. This survey of the fourteen schools is based on the Interview Guide for Curriculum Evaluation: First Visit that appears in the Appendix.

Curriculum Materials

The utilization of the Task Force Bulletins and supplements (prepared especially for the Intermediate Schools) varied greatly from school to school and from one subject area to another. In general, the bulletins were used more extensively in the areas of typing and foreign language, particularly in grade six. Their use was moderate in other subject areas, with the areas of humanities and guidance showing the least use of the bulletins. The Task Force Bulletins were found most useful in the orientation of new teachers and in the varied aspects of teacher training.

Other curricular materials being used by the schools included regular junior high school and elementary school courses of study, N.Y. State bulletins, teacher-made materials, and a limited use of programmed materials.

While relative satisfaction was expressed with the supply of texts, equipment, and materials, there were questions as to the appropriateness and relevancy (particularly in the area of humanities) of some of the textual materials for the special needs of inner city pupils. There were also specialized problems in relation to the language laboratories, mainly concerning their equipment and maintenance. Many had broken down and this aspect of the curriculum had to be abandoned.

Supervision

The total supervisory task was divided among the principal, his assistants, department chairmen (licensed or acting) and occasional visits of district or Board of Education supervisors. Patterns of supervision were so varied and complex that they were difficult to classify. Many supervisors' responsibilities included both horizontal (grade) and vertical (school) assignments, and both supervisory and administrative tasks. There were numerous, multiple curricular assignments where one supervisor (either an assistant to principal or chairman) supervised such diversified subject area combinations as health education, foreign language, and typing, or in another instance, mathematics, home economics, and art. The overall impression was that supervisory responsibilities were both diluted and diffused. The variations in supervisory patterns seemed to reflect each principal's perception of his role as the responsible administrative and supervisory leader of the school.

In the supervision of curriculum implementation, one of the chief problems expressed was the high teacher turnover, averaging about 50 per cent per year. Concomitant problems were the orientation of new teachers and the in-service training of staff in the philosophy and content of the IS program. One principal indicated that, of the 27 original sixth grade teachers in 1966, only 5 were still teaching at that school.

One school cited difficulties in effecting teacher assignments or teacher transfers to the school. Several schools were concerned with the daily coverage of classes by substitutes to cover the numerous cases of teacher absence. Chairmen of language departments, indicated a dearth of licensed language teachers for such coverage and consequent need to rely on "competence" rather than a license to teach the language.

Programming problems included the split-feeder school pattern in which children were admitted to the IS in both the 6th and the 7th grade. Incoming 7th graders usually had no typing or foreign language in their school background. Some schools' problems related to their atypical grade structure. For example, one school had grades 6 and 7 only; another had a full ninth year; others had ninth year SP children only.

Some schools expressed dissatisfaction with the general policy of "cycling," that is, arranging alternating thirteen-week cycles of such subjects as music and art. Other programming problems were related to a dearth of classroom space, necessitating a good deal of "room-hopping" by both teachers and pupils. Late receipt of teacher personnel assignments created additional problems in program planning.

Other problems concerned lack of uniform interpretation of certain union contractual terms, such as "use of professional periods."

Another problem, related to pupil turnover, necessitated the maintenance of a high degree of program "elasticity" to provide for absorbtion of pupils entering the schools throughout the entire year. Generally overcrowded conditions that prevailed in most intermediate schools precluded programming possibilities for the large and small group learning situations needed in team teaching.

Sub-Schools

The subschool pattern proposed by the Board of Education is described as "representing a cross-section of the total school population with respect to age, ability, and talent".[4] Thus a school of 1800 pupils would be organized vertically into three subschools of approximately 600 pupils each.

This subschool format was not found in any of the 14 pilot schools. There were varied types of subdivisions within grades (sometimes referred to as subschools) but these were essentially horizontal or grade substructures, and did not conform to the original concept of the subschool. Such subdivisions as did exist seemed primarily administrative devices and had no relation to the original philosophy underlying the creation of the IS subschool.

Service to the Community

There were numerous evidences of planning for pupil service to the community, examples of which are itemized below:

(a) As general school activities, these were included:

Raising funds for social services.
Reading to children in hospitals.
Volunteers for service in hospitals.
Future teachers engaged in tutoring.
Volunteers at local libraries.
Working at local recreation centers.
Collecting funds and food for Biafran children.
Collecting clothing for Save-the-Children Federation.
G.O. efforts to raise money for community drives.

(b) Some activities were outgrowths of particular curricular activities; e.g.:

Industrial Arts Classes making toys for hospitals.
Social Science Classes participating in urban improvement drives.

Grouping

About one-half of the pilot schools have SP (Special Progress accelerating) or SPE (Special Progress Enrichment) classes or some variant of these programs for intellectually gifted pupils.

All schools having CRMD (Children with Retarded Mental Development) classes, about three-fourths of the pilot schools maintain the regularly structured CRMD program.

All pilot schools maintained special remedial reading programs, or classes, for retarded readers. All had "NE" classes or similar programs

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[4] New York City Public Schools. Op. cit., P.35.

(Language Helper, etc.) for assisting non-English speaking pupils to learn the language.

All the schools had "special talent" groups in music and art; some also had groups in dance or drama, but often depended on federal or state grants for funding.

All the schools indicated some form of homogeneous or ability grouping. Some schools maintained heterogeneous grouping only in their home room or official classes, some schools had homogeneous groups or tracks for home rooms as well. One school (7H) had formed self-contained classrooms for the very slow learners in major subject areas.

To a limited degree, teachers did have specific training for teaching the special groups assigned to them: remedial and corrective reading, CRMD classes, music and art talent groups, intellectually gifted.

"Large group instruction" was not clearly defined and was loosely interpreted by the different schools. It was frequently interpreted as the assemblage of several classes in an auditorium for particular programs, such as, presentation of a science film, grade meeting for high school orientation, vocal music, etc.

Small group instruction was found in remedial reading, in non-English speaking instruction, and in some group guidance situations.

For the individual student, the only provision for progressing within subject areas at his own rate was provided by means of parallel programming. This administrative device made it possible to transfer a pupil from one class to another more appropriate ability group within the subject area.

Occasional interclass transfers were made on the advice of the guidance department.

Flexibility

Programs in Black and Hispanic Studies were introduced into several schools in recognition of expressed community and pupil needs.

Several instances of curricular adaptations were evident in the foreign language programs.

(a) Early in the first year of the IS program, it was decided that the standard foreign language program was not suitable for all pupils. A dual tracking system was inaugurated where listening and speaking constituted the goals for less achieving students, while the additional goals of reading and writing were required of the more able.

(b) Spanish programs for pupils with a Spanish background were differentiated from those for pupils beginning Spanish as a second language (15C and 24S).

(c) For certain pupils who, after exposure to a language, showed neither ability nor interest in continuing its study, a substitution of corrective reading was arranged.

Various forms of curricular adaptation to offering needed remediation were provided in other subject areas as well.

While no appreciable differences in articulation could be attributed specifically to the philosophy of flexibility, the content of conventional articulation procedures emphasized orientation to and interpretation of the Intermediate School Program.

Description of the Program

The original concept of the "modular program" seems to hve been almost totally abandoned. Class periods varied from 40 to 48 minutes with provision for double periods for certain areas, such as music or art.

The goal of affording *all* children the full complement of IS curricular experiences was not always possible because of programming limitations imposed by additions to the curriculum *without* provision of extra time. Each school made its own kind of accommodation and worked out its own program of subjects and instructional time. For example:

(a) In some schools, art and/or music could not be offered to all pupils in all three grades.

(b) Various kinds of cycles were in operation: 7 weeks, 10 weeks, 13 weeks, 20 weeks, or 40 weeks (the entire school year).

(c) Further program variations concerned the area of humanities. In four schools (8Z, 17J, 4Y, and 12U), this area was not programmed at all. In all other pilot schools, it was subsumed under various departments, e.g., English, foreign language, and social studies. In two instances (9T, and 17J), it was divided between two departments. This area was the least defined and most amorphous in the entire IS curriculum.

(d) The number of periods per week allotted to instruction in foreign language varied from 2 to 5 at different grade levels. Generally, for students showing complete lack of interest or aptitude, other provisions were made, including corrective reading.

(e) Typing was sometimes "cycled" with other subjects, such as music or art. In some schools (2B, 9T, 6L, and 14D), it was offered in grades 6 and 7 only. In some schools it was taught continuously, throughout a year; in other schools it was given in alternate semesters. In some instances, in grades 7 and 8, in order to program pupils for major music or art, typing had to be eliminated completely.

Goals

In general, there were evidences of efforts to synchronize school and Task Force goals, but often local needs and experiences dictated many goal modifications. In the words of one IS principal, "building inadequacies, personnel problems, and the strictures of the school day made it impossible to achieve or even work towards the achievement of all objectives."

Coordination of Curriculum Areas

Need for interdepartmental communication was perceived by both teachers and supervisors, but programming problems prevented more than occasional meetings for this purpose.

Departmental and grade meetings took place on a regular basis, but were usually limited to departmental matters or administrative problems of the grade.

As previously indicated, the administrative device of parallel programming in most schools made it possible to arrange meetings for teachers on a given grade or within a department.

Programming

For the most part, the 6th grade curriculum was departmentalized, except for one instance, (18E), where a core program of science, social studies, and humanities was taught by the home room teacher.

As previously noted, one school had self-contained classrooms, on each grade level, for the slowest learners, in which they were taught basic language skills, mathematics and social studies.

Discipline

In foreign language and typing, teachers reported behavioral problems with those pupils who manifested neither ability nor interest. Heterogeneously grouped pupils presented discipline problems more frequently than those of homogeneously grouped classes. In general, however, it was felt that discipline reflected teacher ability rather than curricular variations.

Attitudes

Both supervisors and teachers were generally positive in their assessment of the total IS curriculum. Teachers who came from elementary or junior high schools, who might have returned to their former assignments, generally preferred to remain in the IS program.

Teachers in both foreign language and typing tended to believe that all pupils should not be required to take these subjects.

Teachers differed in regard to the area of humanities, some questioning its suitability for IS pupils, (particularly for those in grade 6) and the maturity of the pupils to grapple with some of the sophisticated concepts included in the Task Force Bulletins. Teachers expressed a need for more structure in the humanities curriculum, including provision of suitable texts as well as better college pre-service training and appropriate in-service courses in this area.

Lack of security, which was evident in many instances on the part of teachers new to the IS curriculum, was compensated for in one school (18E) by intensive in-service teacher training. Teachers, in their first year of IS teaching, were assigned no administrative duties and devoted these two periods per week to this training.

While accepting these goals idealogically, administrators tended to find them impossible of full implementation because of the lack of adequate time and the implicit administrative problems. Some ultimate goals, such as better ethnic distribution, were beyond the ability of the individual school to achieve.

Survey of the Curriculum in Foreign Language

Among the six intensively studied schools, there was only one licensed foreign language chairman (6L). All others were either Assistants to Principal, teachers acting as chairmen, or chairmen of other subject areas, such as English or Social Studies.

General Information

Generally, language classes were heterogeneously grouped in the introductory classes and homogeneously grouped thereafter. However, in schools where there was ability block programming, ability grouping was extended to beginning classes.

Spanish and French were taught in all schools and Italian was added in some. Spanish was taught most frequently, French next, and the smallest number of classes were in Italian. For example, in one school, 8Z, there were 30 classes in Spanish, 12 in French and 10 in Italian.

Pupil choice, with parental participation, determined the language studied within programming limitations. In some schools, 15C and 14D, Spanish classes were divided into those for pupils from a Spanish-speaking background and those learning Spanish as a new language.

Curriculum Materials

The Task Force Bulletin on Foreign Language was the curriculum guide, but teachers were given (and requested) flexibility. The Syllabus for Levels I-V was also heavily relied upon.

Special materials prepared for pupils in the "listening and speaking" sequence in all foreign languages were employed and augmented by teacher-made, as well as commercially prepared, materials.

Most of the schools used the curriculum materials in French prepared for the regular junior high schools. New York City and State syllabi and FLES materials and Syllabi were also used.

Equipment

Regular classrooms were adapted for use as language laboratories by installing equipment. At present, this equipment was either used rarely or not at all because of:

(a) breakdown of equipment, vandalism of outlets, and breakage of earphones

(b) Non-functioning consoles and delayed repairs

(c) Teacher inexperience and insecurity in the use of equipment

(d) Use of converted language laboratory classrooms by other non-language classes with consequent lack of responsibility for maintenance of equipment

(e) Confusion and time loss in distributing and collecting headsets

Because there were only two "language labs", on the average, in a school, there were serious limitations in programming classes. For example, classes meeting three times a week usually came to the laboratory about twice a month, while those meeting five times a week used the laboratory once a week. However, with the breakdown in equipment, this scheduling had been largely abandoned.

A variety of other curricular aids were available: tapes, recordings, film strips, transparencies, library books and pamphlets. These were used as supplements.

Staffing

The majority of teachers were licensed in at least one of the languages they taught and had a good command of a second language. Most taught two languages, one in which they were licensed and the second, in which they were competent. A few common branches teachers were recruited, but they either spoke the language or had been trained in it.

Except for one school (15C), where humanities was taught by foreign language teachers, out-of-license teaching by foreign language teachers was not found. One school (8Z), where the teaching load was less than 22 periods per week, a foreign language teacher might be assigned to a small class of about 6 pupils in "English as a Second Language."

Teacher Training

For the most part, weekly departmental meetings were called by the chairman, but these were not necessarily devoted to teacher training. In some schools, new teachers were briefed at the beginning of the school year in the use of language laboratory equipment, visual aids, and lesson planning. Throughout the year, there was some individual training by means of conferences and informal observations by the chairman. There were no formal or structured teacher training provisions.

All schools had representation at the Tarrytown seminars on teaching foreign language. One chairman felt that there was a distinct lack of an organized program on a district, borough or citywide basis.

Coordination Across Curriculum Areas

There was no interdepartmental coordination reported in the six schools observed. Except for the one school (15C), where the foreign language teachers had classes in humanities, there was no coordination between the humanities and foreign language programs.

Programming

French, Spanish and Italian were taught at all grade levels in the pilot IS schools, but Italian was taught in one school (18E) only in Grades 6 and 7.

While content and method varied for "advanced" as compared to "listening and speaking" classes, no difference in the number of periods per week at a given grade level was reported.

The general pattern of periods per week allotted for foreign language was as follows:

(a) Introductory classes met 3 times a week, that is, for grades 5 or 6

(b) In grade 7, classes met for 3 periods for those who continued the subject, and 4 periods per week for pupils entering the IS school

(c) In grade 8, a schedule of 4 to 5 periods per week was common

There was no uniform practice for grouping pupils in foreign language classes, although in grade 6 the grouping was heterogeneous. After the first year in some schools, about 15% of the pupils were dropped and the remainder divided into the "regular" and the listening and speaking" groups. In other schools, all pupils were retained in the foreign language program and an attempt was made at class homogeneity. Other factors which influenced groupings were ethnic and sex distribution as well as administrative considerations. These profoundly influenced grouping patterns.

Individualization

There was little or no provision for individual progress within the program except for that permitted by parallel programming, which allowed transfers from class to class.

There were very few pupils who had been taught foreign language in feeder elementary schools. These were encouraged to continue their language where possible and were placed with a "brighter" beginning group where programming permitted this.

As previously indicated, pupils were given the option of selecting the foreign language they wished to study and, in most instances, the school was able to honor the choice.

Instruction

Use of the newer techniques of team teaching and programmed instruction was not reported in any of the schools. Language laboratories were rarely used mainly because of equipment breakdown.

Evaluation of Pupil Performance

Competence in all four basic aspects of language - listening, speaking, reading and writing - was evaluated in all classes, although the emphasis was on listening and speaking, particularly in beginning classes. Teacher judgment and pupil performance were the criteria considered to separate pupils into two groups, where such grouping practices existed.

Evaluation was conducted by means of weekly quizzes, unit tests, and departmental tests on a given grade level. Provision for evaluating all four aspects were included in the testings.

Articulation

No real evidence of articulation at either elementary or high school levels was found. Within a language area, the syllabus and textbooks provided for continuity of instruction.

Attitudes

The goals of developing a favorable attitude toward other cultures is a built-in objective of foreign language teaching, and it receives considerable attention and emphasis.

Teachers agreed with a choice of languages taught. Except for one school (18E), there was approval and application of the dual tracking system. In two schools (9T and 14D), teachers felt that a full period of "listening and speaking" was too demanding. In order to vary the classroom activities, these teachers included some reading and writing.

Regarding the idea that all pupils should be taught a foreign language, the following general opinions prevailed:

(a) All pupils should be exposed to the foreign language program.

(b) Lack of interest, lack of language facility, or extreme reading retardation should warrant exemption from the requirement of studying a foreign language.

(c) After a year and a half of unsuccessful experience in a foreign language, further exposure should not be required and the pupil should wait until high school for another try.

Supervisory and administrative personnel tended to agree with teacher opinion and supported their arguments. Poor achievement in foreign language was usually related to poor overall school achievement. To a considerable extent, success in language was related to teacher competence, enthusiasm, and dedication.

Most pupils responded positively to the "prestige" factor in studying foreign language in the intermediate school. They seemed to enjoy the experience. Evidences of the development of favorable reactions by pupils to the culture represented by the foreign language were hard to come by and difficult to assess. Teachers tended to feel that they were reaching pupils in this objective.

Survey of the Curriculum in Performing and Creative Arts

It was found that Performing and Creative Arts did not exist as an entity in the IS curriculum, but rather as separate departments in music and art. Drama and dance were extra-curricular activities.

Where there was a licensed chairman of a specific department, e.g., music or art, a fairly well structured department existed. Where there was an acting chairman or an assistant to the principal (with many other responsibilities), leadership tended to be more administrative than instructional.

In general, the 6th grade offered heterogeneously grouped classes in music or art which were exploratory in nature. By the 7th grade, pupils were selected for major music or art, based on interest and ability.

Curriculum Materials

While the Task Force Bulletins were utilized in varying degrees, teachers leaned more heavily upon supplementary materials provided by the Music and Art Divisions at the elementary, junior high, and senior high school levels.

In the opinion of one Assistant-to-Principal, "the beginning teacher would be befuddled by the Task Force Bulletin in Music. It is too all encompassing in scope and offers unrealistic goals."

Teachers appeared to avail themselves of the cultural resources of the city, including the Lincoln Center Series, visits to concerts and museums, attendance at City Center ballet and dramatic performances, and visits of community performing groups at the schools.

Equipment

Class sets of violins and clarinets were supplied to each school for the first year of the program. Replacements have been maintained at approximately the original level.

Breakage and vandalism were mentioned as continuing problems. There was a wide range of reaction with respect to the adequacy of the number of instruments on hand. Some schools indicated sufficient supply; others requested the addition of clarinet replacements; and still others, a full range of orchestral instruments.

While accessories seemed adequate, several schools indicated the need for additional expendables (i.e., reeds, etc.).

The number and variety of art materials were generally satisfactory, but complaints were made concerning delayed deliveries. In major music, pupils were permitted to take instruments home, either overnight or over weekends. One might infer from the preoccupation of the respondents with the problem of "lack of insurance" for musical instruments that this practice was not too frequent.

There were special rooms for both instrumental music and art instruction, except for one school (14D). There, such facilities were insufficient and one class in instrumental music was held in the auditorium. There was, also, inadequate provision for storage of instruments. In another school (18E), the art room also served other classes, making for logistical difficulties.

Staffing and Teacher Training

Except for a few instances, teachers were licensed in instrumental music, vocal music, and art, the specific areas they were teaching.

Specific types of additional training needed by teachers to function effectively with the pilot curriculum in the performing and creative arts include the acceptance of the basic philosophy of the IS program. Some needs cited included: (1) teachers with dual competence in both instrumental and vocal music; (2) special training for work with younger children; (3) teachers more broadly trained in the entire range of performing arts (music, dance, drama).

In general, teachers providing instruction on musical instruments were competent in their field.

Coordination Across Subject Areas

Minimal efforts of coordination were evident across subject areas. Efforts were made to coordinate art and music; family living utilized the services of the art teachers in costuming and preparation for performances; guidance and drama were coordinated in some instances.

Programming

Major music programs, both instrumental and vocal, were organized in all schools. Pupils were selected on the basis of talent and interest for this advanced training.

In most instances, the full first year was considered the exploratory stage. Cycles varied in length, but placement in a major music program did not occur until the seventh grade.

There was no uniform policy for providing for pupils showing no interest in instrumental music. In some schools, there was no provision for drop-outs from instrumental music. For example, at one school (6L), the first year offered instrumental music to all pupils for the entire year, and general music in the second year (7th grade). Hence there were no drop-outs in music. In another school, (9T) parallel programming of music with art, home living, and industrial arts provided the possibility of a change from instrumental music, either to general music or to another subject.

Cycling has been abandoned in some schools. Where cycling existed, there was a difference of opinion as to its value. Some felt that the loss of continuity of teaching, created by cycling, required its abandonment. Those who retained the practice felt that the advantage of varied experiences outweighed the loss of continuity.

There was a variety of medial and terminal activities available in both music and art, including school band, chorus, district festival of music and art, auditorium program, after-school programs, etc.

Individualization

While the usual articulation procedures were observed (visits by music teachers to feeder schools and perusal of early records), the programming for art and music classes was done mainly at the end of the sixth year exploratory program. Previous experience in art and music was not generally taken into consideration in programming youngsters.

Instruction

Opinions of teachers varied as to the adequacy of class size for effective instruction. In some instances, classes were considered too large, while others found the class size adequate.

Where objections to the compulsory instrumental program were voiced, these came mainly from teachers of vocal music who implied thatthe program curtailed vocal instruction.

While no regularly licensed teachers were provided in dance and drama, two schools (14D and 9T) improvised such programs by utilizing common branch teachers as positions created by the use of Title I funds (9T).

Articulation with Elementary and Senior High Schools

Need for articulation was greater with the senior high schools than with elementary schools. This was particularly true in relation to the specialized high schools (Performing Arts, Art and Design, Music and Art) which have special entrance requirements. Some of these specialized high schools send representatives to the IS with respect to the application process.

Attitudes

While there has been a greater teacher acceptance of 6th grade pupils than existed earlier in the IS program, teachers did report a higher proportion of disciplinary problems among these younger pupils.

Music teachers, both instrumental and vocal, expressed the need for more time. They recognized that the identification of talent was just as important as teaching talented pupils. Common branch teachers were often more favorably disposed towards the pilot program in the arts than were some of the junior high school teachers.

By and large, the arts have won acceptance as an integral part of the IS program.

Among pupils, the instrumental program seemed to have more status than the vocal program. In art, the pupils responded more positively to the performing aspect than to the study of art, history, and culture.

Comments

The expanded IS program has brought with it increased problems in staffing, equipment, space allotment for instruction and storage, and programming.

The implementation of this aspect of the IS program would profit by more enthusiastic and involved leadership.

Survey of the Curriculum in Typing

The curriculum in typing was studied intensively in six selected pilot intermediate schools. The findings reported here are based not only on conferences with department chairmen, but also on observations of subject classes.

Curriculum Materials

The textbook You Learn to Type was considered adequate in grades 6 and 7 for achieving the broad curriculum objectives of typing instruction. In grade 8, however, teachers felt it did not move into advanced skills quickly enough and had to be replaced with Junior High School Typing by Gregg. Teachers praised the format of this book and the fact that it could stand upright in front of pupils while typing, but criticized the spiral binding which allowed the cover and pages to come loose.

There was no great urgency or demand for a programmed text in typing since the available text itself is sequential and provides opportunities for individual progress. A programmed text, if developed, could provide individual pupils with opportunities for feelings of accomplishment and also for reenforcing learning.

Equipment

The number of typewriters allotted to each school varied, but was adequate. Originally, manual Underwoods were supplied. These are in the process of being replaced by manual Royals. There had been no change in the number of typewriters originally given to each school. Most indicated the need for more typing rooms. In the classes observed, there was no shortage of typewriters and very few were in need of repair. There was a typewriter in working order for every pupil in the class.

Coordination Across Subject Areas

Coordination across subject areas existed chiefly with the language arts. However, there was no evidence of joint planning between typing and any other subject area. In most instances, instruction in typing required meaningful drill in basic skills, including reading, sentence structure, spelling, punctuation, and word usage. A variety of reading and spelling books as well as dictionaries was available in typing classes as a result of teacher initiative. In addition, teachers developed and duplicated their own language arts material for use in typing, e.g., rules of word division, poems, and stories.

Programming

In general the typing departments were small and without a licensed chairman. There was no one period when all typing teachers were free for departmental conferences for common planning.

Not all pupils were programmed for typing for some portion of each of the three years in all schools. Limitations in staff and typing rooms were reasons given in one school. Eighth graders in Major Music or Art could not fit typing into their program. In two schools, (15C and 8Z), pupils who showed neither interest nor ability in typing were excluded. In another school, (8Z), there was a "Talking Typewriter Program" ten periods a week and the pupils participating in that were not included in the regular typing program.

Schools were equally divided regarding discontinuous and continuous programming, that is, typing four times a week in alternate terms and typing twice a week for an entire year. Those favoring discontinuity argued that this experience provided the possiblity of developing greater proficiency due to intensive learning, that teachers got to know pupils better, and that typing had more status and prestige when it was given four times a week. Those favoring continuous instruction felt it was superior since it provided uninterrupted instruction which led to the development of greater proficiency.

Except in schools with a split-feeder pattern, where entering seventh graders were programmed to a beginning typing class, there were no first-year typing classes for other than entering students. Also, a pupil who transferred into the school in the middle of the term was placed in a typing class immediately, regardless of grade or time of term.

Instruction

The instructional objective of stressing proficiency in the first half of the term and application of typing skills during the latter half of the second year was generally followed. Standards of proficiency, that is, that the pupil should be able to type twice as fast as he wrote, varied from school to school.

The objective of the second year of typing -- to develop enough proficiency to enable pupils to type their own school assignments in class -- was being achieved to a limited extent; only the top half of seventh graders was capable of doing this, according to teacher reports. Dicipline was reported to be a major factor in some schools, limiting such independent activities since they were less structured than the regular typing program pupils were accustomed to.

Four of the six schools studied intensively had typing in grade eight. (15C, 8Z, 18E, 14D). The pupils engaged in the following activities:

(a) Typing for personal use and integrated with language arts

(b) Creative writing, letter writing, typing school assignments and business letters to a limited extent

(c) Emphasis on vocational objectives, i.e., business letters, proof-reading and the like

Career guidance was not a part of eighth grade instruction in typing. In one school (8Z) it was included "incidently and on a limited basis."

There was some evidence of "composing stories at the typewriter" and student-typed materials on bulletin boards for school fairs and book reports.

In the lower grades pupils read the assignment before typing it, but this "reading approach" was less common in grade 8.

Teacher Training

The following recommendations were offered for additional training of teachers of typing to function effectively with the new curriculum:

(a) Training in basic routines

(b) Making simple typewriter adjustments and repairs

(c) Pre-service training for teacher orientation in working with heterogeneously grouped younger pupils

(d) In-service training programs for IS teachers to share new approaches and techniques found to be successful

Articulation

There was no evident provision for articulation with the high school typing program. Although schools sent typing records as part of total achievement to high school, how the high school used these data was not known.

Provision For Evaluating Pupil Performance

Writing and typing speeds were not compared in most instances as a basis for evaluation of pupil performance. Speed tests in typing were given but the standards varied with the school. Some used standards given in the curriculum, others, such as (15C), expressed a norm as 25 words per minute.

Pupil performance was judged by speed, correctness, neatness, the teachers' judgment of ability to use the typewriter as a writing device, correct fingering techniques, and ability to type with eyes on the copy. These were the components of a numerical grade for evaluating pupil performance at all grade levels. The established standard of proficiency, that pupils should type twice as fast as they could write, was not used as a basis of evaluation.

Attitudes

Typing was viewed generally as a minor subject by both pupils and teachers. However, in one school (9T), with an outstanding program and cadre of teachers, typing had more prestige and was viewed as a major subject.

Teachers perceived the purpose of typing instruction in the pilot program as an additional writing skill rather than for the development of future business people.

Except for pupils severely retarded in reading, teachers and administrators felt that sixth graders were physically and emotionally capable of mastering this skill.

Pupils were generally enthusiastic about learning how to type. More enthusiasm was evidenced in the sixth grade than among older pupils. A small group, about 10 percent, were reported to make no effort to learn. These pupils tended to become disruptive and to abuse the machines. Teachers suggested alternative provisions for these pupils so as not to expose them to repeated failures and frustrations. In at least two schools (15C and 18E), teachers felt that not all pupils should be forced to learn typing.

Survey of the Curriculum in Humanities

There is evidence that, because of the existence of no humanities department and of no licensed teachers of humanities *per se*, the responsibility for the curriculum and its implementation falls upon the shoulders of individual teachers. To this extent, it falls short of being an integral part of the IS program and is interpreted differently in the various schools and by the teachers to whom it is assigned. Supervisory lack of enthusiasm or even complete indifference and a reluctance to become involved in a relatively uncharted area characterize most of the six schools.[5]

As previously indicated, humanities tended to become an appendage to other departments (English, Social Studies, or Foreign Language) and was sometimes divided between two departments. It frequently had the status of a minor subject which was administratively manipulated for programming convenience.

Curriculum Materials

While some schools did indicate use of the Task Force Bulletins and supplements, most teachers seemed to employ them as springboards for individual lessons rather than as a curriculum guide. One supervisor (15C) characterized the newer supplements as infinitely more helpful, and superior to the original bulletins. Some schools sent for and utilized N. Y. State Bulletins as supplementary materials. Other schools indicated that locally produced or teacher-made materials were more relevant for the special needs and interests of their pupil population.

While most materials suggested in the Task Force Bulletins were available or could be acquired, they were not always accessible within each school and the burden of assembling them fell upon the teacher. Several teachers and supervisors indicated a desire for a good text to provide structure for this area.

Some schools did avail themselves of local resource persons, groups, and facilities. (dance groups, Lincoln Center Series, off-Broadway players Peace Corps representatives), etc.

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[5] One notable exception was found at a school 21G which was not one of the six intensively studied schools. In this school, strong leadership was provided by the chairman, who had participated in writing the Task Force Bulletins. Humanities, however, was considered as part of the English department.

Teacher Training

There were few evidences of on-going provisions for teacher training in the use of curriculum materials. Some school representatives were sent to training sessions held at Tarrytown. One school (18E) participated in a district seminar.

Staffing

There was no uniform basis for staffing in this area. It was, in general, a function of the department which subsumed the teaching of humanities, or in one instance (9T) it was a divided responsibility assumed by two different department heads (English and Social Studies). Two schools (14D and 18E) did assign teachers to full time teaching in the area of humanities.

In general, with few exceptions, the teachers observed tended to lack experience, training, background, and expertise. As indicated earlier, an exception to this generalization was noted in one school (21G) not among the six studied intensively where stimulating leadership was provided.

Provisions for Evaluating Pupil Performance

While there was no evident uniform policy for the grading of pupils in Humanities, all the following practices were used:

(a) Awarding S or U

(b) Use of numerical grades

(c) Inclusion of the humanities grade as a component of another subject area, e.g., social studies

The usual criteria of classroom participation and achievement determined the awarding of grades or marks.

Programming

There was variation, from school to school, in the grade levels for which Humanities was programmed. While the mode was all grades (6-7-8) in one instance 18E, it was offered for grades 6 and 7 only, and in another school (14D), it was given in grades 7 and 8 only. This school indicated that its staff felt that the acceptance of the concepts of the Humanities curriculum requires more maturity than that possessed by grade six youngsters. In this same school, certain programming problems prevented inclusion of Humanities for some of the pupils who were taking Art. In another school (9T), it was deemed expedient to program severe reading retardates for remedial work while the rest of the class was exposed to Humanities.

The number of periods per week assigned to Humanities varied from school to school, even within a single school, including: (1) one period per week; (2) three times per week for a 13 week cycle; (3) three times per week throughout a year. In several schools, where Humanities was fused with the subject area under which it was subsumed, it was difficult to ascertain exactly what proportion of time it was allotted out of the total subject area time. No differences were noted in programming for classes where homogeneous grouping existed.

Instruction

In most classes observed, the usual developmental type of lesson was given. Pupil participation was encouraged, but no more than in any other class discussions. Some of the diverse topics discussed in the classes observed included: study of Greek mythology, the situation in Biafra, the improvement of the school's lunchroom, American Negro history, and a probing of personal values. A good deal of interpretation on the part of the teacher seemed necessary to present these concepts on a level which could be understood by the children.

Team teaching was neither observed nor reported. Some plans were mentioned for team teaching to be initiated in the future.

Articulation and/or Pupil Preparation

The kind of probing implied in this program was not evident in entering IS pupils, according to reports of both teachers and supervisors.

With respect to the role of this curriculum in relation to preparation for senior high school, one supervisor responded, "Our focus must be on basic skills mainly reading and mathematics, in our preparation of students for senior high schools."

Hopes were expressed, however, by another supervisor that "the enhancement of study and inquiry skills gained in the Humanities would be useful in the high schools."

Coordination Across Curriculum Areas

Cooperative work among teachers of different subjects was not generally evident, nor were provisions made for such relationships. The departmentalized scheme of independent junior high school departments seemed to prevail. Some chairmen did indicate awareness of the need for such cooperative planning and a hope for its inclusion in the future.

Equipment

Materials and equipment were available to varying degrees among the schools. Even when materials were available within a school, teachers did not always have the time or the inclination to assemble the wide variety of resources needed for a lesson in Humanities.

Problems of acquuisition, distribution, and storage of materials and equipment, as well as existence of multi-purpose classrooms, were all mentioned as factors inhibiting the optimum use of materials and equipment.

Individualization

Individualization of instruction in Humanities was noted essentially as an expression of teaching quality rather than as an attribute of the subject area.

Attitudes

There was expressed disagreement among both supervisors and teachers as to the suitability of the Humanities curriculum for pupils of the IS age level. Some felt the concepts to be too sophisticated for IS pupils, in terms of their age and, in some instances, of their limited ability. Others indicated that the topics emphasized were not particularly relevant to the special needs and interests of the school population. Some doubted the need for a separate curriculum in the Humanities, feeling that many of its basic concepts would be included in other subject areas.

Few teachers expressed enthusiasm in assuming the teaching of Humanities, which they indicated was a relatively uncharted area. Those who experienced some success in teaching this area felt that it provided a suitable vehicle for the development of communication skills.

Pupil responsiveness varied, according to the aptness of the teacher in presenting new concepts and also in accordance with the relevance of the topic under discussion to the pupils' own lives and interests.

While teachers seemed aware and accepting of IS goals, their ultimate realization of these goals is both intangible and deferred, and is impossible to estimate at this time.

Survey of the Curriculum in Guidance

While the original I S plan emphasized a focus on and expansion of guidance services to individual pupils, in many schools, the increments are seen in increased administrative functions rather than in broadened counseling services for children. In many schools, these administrative functions appear to revolve around the mechanics of programming.

It is extremely difficult to "observe" a guidance program in operation, but the evaluators came away with the impression that, in many intermediate schools, there was little to differentiate the guidance program in the pilot schools from that of the regular junior high schools. However, there were schools where considerable effort had been made to implement the philosophy of the I S curriculum. In such schools, counselors had advised the same group of children for three years and knew them very well.

Curriculum Materials

The Task Force Bulletins and the bi-weekly Newsletter from headquarters were being used, to a limited degree, by guidance counselors. The practice of assigning guidance to "guidance teachers" was abandoned in all pilot schools except two (9T and 8Z) where, in grade 8, guidance was assigned to teachers who worked under the supervision of a guidance counselor.

In most schools, counselors attempted to carry out the concept of developmental group counseling by working with a portion of a class for regularly scheduled guidance sessions. However, the demands of constant "crisis counseling", accommodation to special program requirements, guidance procedures related to 6th and 8th grade articulation, and space limitations were factors interfering with these scheduled sessions.

Sixth grade counseling included school orientation as well as "crisis" counseling; the seventh grade included school adjustment and some career guidance; the eighth grade included high school counseling and consideration of occupational aspirations. "Crisis" counseling was, in fact, included in all three years of the I.S program. Estimates of the proportion of time devoted to crisis counseling varied greatly, from 15 to 60 per cent. These estimates obviously were based upon varied concepts of what constituted 'crisis' counseling, as well as the actual number of crisis situations, which varied from school to school.

Equipment and Facilities

Facilities, while varying from school to school were, in most instances, deemed inadequate for both individual and group guidance needs.

Some schools were able to provide each counselor with a cubicle (albeit lacking ventilation in two instances - 18E and 14D). By combining existing spaces, accommodations were arranged for group counseling, but it was not easy to arrange for group sessions on a regular continuing basis. Among schools not studied intensively, there were some where guidance suites were well planned and spacious.

Staffing

Guidance personnel generally included a majority of licensed counselors, while other guidance posts were filled by teachers having the required courses and experiences as prescribed in Board circulars. At the present time, there are not sufficient guidance counselors applying for transfer into the pilot schools to provide licensed counselors for all positions. The pilot schools reported no perceptible staffing changes since 1966.

Training

Regularly scheduled sessions for training counselors within the schools did not exist as such. Weekly and monthly meetings were held, involving school supervisors and guidance personnel. Several schools did report counselor attendance at outside training sessions. (Post-graduate Center for Psychotherapy, District 5 Sessions on Narcotics Control, etc.)

Coordination

Sixth grade counselors in the pilot schools reported regular meetings in which a variety of problems were discussed among assistants-to-principals (in charge of guidance), guidance counselors, and groups of teachers. Where no regularly scheduled or structured meetings were planned, counselors reported communication with teachers, as the need arose, on the individual problems of children. There was no evidence of special coordination between guidance personnel and subject area teachers for developmental group counseling; such coordination as did exist was in response to the solution of a particular problem that arose.

Counselors generally made efforts to limit guidance conferences with pupils to minor subject periods or home room periods. In some instances, where teacher opinions differed, it was necessary to balance periods between major and minor subject area periods where pupils were to be called from classes.

Parents of incoming pupils were invited to I S orientation meetings, and pilot school representatives, in turn, attended feeder elementary school parent meetings. Mailings were sent to parents describing I S available guidance services. Parent teas, workshops, P.A. and grade meetings were held to acquaint parents with guidance facilities.

Counselors reported regular participation in the formulation of many school policies but the following variations were indicated:

a) In class placement and parent involvement, all but one reported regular participation

b) In articulation and promotional policy, two-thirds of the guidance departments participated regularly.

c) In community involvement, half participated regularly.

d) In grading, only one school reported regular participation and, in teacher orientation, none.

Programming

Where a full complement of counselors existed, the average case load was 350 pupils. In several schools, however, because of unfilled positions, considerably higher case loads were reported: Grade 7 in I S 14D, 900; grade 8 in 18E, close to 800, grade 8 in 9T, 480.

Schools reported that all pupils were serviced throughout the year, but this did not necessarily imply a personal interview with each child. Counselors acted as liaison personnel with feeder schools, classified articulation records, assisted in assigning and programming incoming pupils, and made advance identification of pupils having special needs. Similar procedures were followed with pupil transfers into the I.S. While most guidance counselors were free to arrange the distribution of their time, some indicated that the limitations of the school day circumscribed their activities. Counselors always assumed some role in pupil programming, but this varied from the full responsibility for organizing classes to merely offering suggestions or recommendations on class placement of pupils.

Individualization

Estimates of the amount of counseling time needed for individual guidance varied from 25 to 90 per cent. These estimates appear to reflect the varied definitions perceived by counselors for "individual guidance."

Although most schools accepted the desirability of having the same counselor throughout the three I.S. years, for varying reasons the principle was modified in many schools. One reason offered was counselor turnover or reallocation. Another reason was the policy of maintaining a "fixed" 8th grade counselor for the obvious purpose of focalizing responsibility for high school articulation.

Pupils were selected for individual guidance from a variety of sources: counselor identification, teacher referral, pupil self-referral, administrator and parent referral. Most of the problems for which referrals were made concerned underachievement, truancy, disruptive behavior, or other symptoms of emotional and social problems.

To the extent that crisis counseling consumed a considerable proportion of the counselor's time, there was a limitation of the ability of each counselor to maintain a case load adequate to meet pupil needs.

Counselors were involved with all children - academically gifted, talented, retarded, emotionally disturbed, and chronic truants. However, since the bulk of the counselors' case loads consisted of emotionally disturbed youngsters, counselors often found their relationships to the gifted and talented to be merely peripheral.

Instruction

The services performed by guidance personnel were communicated to parents, pupils, and teachers through the regular channels, including notices, bulletins, letters, announcements, assembly programs, newsletters, visits to feeder schools and invitations to parents.

Large group instruction appeared to be limited generally to the eighth grade high school orientation sessions. Small group instruction was employed to a degree in group guidance sessions involving a portion of a class.

Most guidance techniques described in the Task Force Bulletins were infrequently used; the one-to-one approach was used almost exclusively.

Evaluation

When called upon, counselors aided in interpretation of test results for teachers and parents. Except for rare occasions, they did not administer special standardized tests. Records were kept in pupil guidance files of individual guidance efforts and follow-ups.

Articulation

Counselors' duties included the identification of potential candidates for admission to the special "prestige" high schools and the setting up of special courses to help pupils qualify for such admission. They served as liaison personnel between the I S. and the various high schools and followed up on disseminating feed-back information on the adjustment and success of former I S pupils.

As indicated previously, grade six counselors were charged with the responsibility of visiting feeder schools, of providing pupil and parent orientation to the I S program, and of identifying and helping pupils showing adjustment problems.

There were very few evidences of the practice of "preventive counseling." Most guidance services were instituted when problems were noted and referrals were made. Several schools did report however, that faculty conferences were held in which guidance counselors outlined symptoms of maladjustment in order to make teachers aware of possible emotional disturbances in pupils.

All the standard local agencies were called upon by the pilot school guidance services, including hospitals, clinics, child care agencies, community groups, and counseling services. In many instances, where pupils in pilot schools had come from custodial institutions, the guidance personnel were charged with the responsibility of facilitating the pupils' adjustment jointly with the institution.

Attitudes

When pupils were taken from classes for special guidance help, it was done with the consent of the teacher. Teachers' reactions to the continued removal from class for guidance purposes ranged from complete acceptance and cooperation to subtle resistance (and even hostility in some instances).

Pupils generally indicated positive reactions to guidance services. Self referrals were not infrequent. Some pupils recognized the guidance office as a refuge and a possible safety value. Most pupils responded favorably to the possibility of a one-to-one relationship with a well disposed and interested adult.

Some schools reported no overt parent reaction to guidance services. Others reported resistance and defensiveness in some instances, while certain schools indicated positive parental response and acceptance of guidance help.

The extra guidance service is generally regarded as an essential and indispensible feature of the I S program by the school staff. Its services to problem children have made it more possible to implement the I S program.

Comments

Guidance personnel did not feel that the Task Force Bulletins had added anything new to the program. They also felt that external circumstances prevented full implementation of the recommendations. They expressed the need for more "back-up personnel", including social workers, psychologists, psychiatrists, and nurses to provide badly needed services.

Curriculum Consultants

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Formerly: Project Director, Center of Urban Education, A Project to Provide Teacher-Supervision Training ... in the New Type of Intermediate (Middle) School. August 31, 1966

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CHAPTER VI

FINDINGS: DESEGREGATION, INTEGRATION, AND PUPIL MOBILITY[1]

Impetus for the grade reorganization, which resulted in the change from the 6-3-3 to 4-4-4 grade structure, came largely from the belief that such a reorganization would "advance the integration program at the earliest practical time." The Superintendent of Schools in reviewing the recommendations of the Intermediate School Committee concluded that, by removing the child from his small elementary school one or two years earlier and placing him in a middle school which was larger and drew children from a wider geographic area, the child would be more likely to have an integrated educational experience at a younger age.[2]

In the present study there were two sources of information on desegregation and integration. Comments made by school personnel on items relating primarily to integration have been reported in Chapter IV. The ethnic census, prepared annually by the Bureau of Educational Program Research and Statistics, was the source of information on desegregation, and these data are reported in the present chapter, followed by findings on student mobility.

Desegregation

Table 53 presents the ethnic composition of the fourteen pilot intermediate schools for each of the three years of the pilot program. In seven of the schools the percentage of minority group children showed a net increase from 1966 to 1968. In six schools the percentage of minority group children decreased over the three year period. In one school the ethnic distribution of pupils (approximately one-third in each group) remained fairly constant throughout the pilot program. The greatest change occurred in 7H and 6L which experienced increases in nonwhite pupils from 1966 to 1968 of 15.3 per cent and 14.3 per cent, respectively. Five schools which changed in no consistent direction experienced an increase followed by a decrease, or vice versa, in minority group enrollment over the three-year period. Three of these schools had a net loss in non-white pupils, and two had a net gain.

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[1] For the definitions of desegregation and integration, see Chapter IV, page 9, footnote 5.

[2] New York City Public Schools, Action for Excellence: Recommendations of the Superintendent of Schools to the Board of Education on Grade Level Reorganization. January 18, 1966. P. 6.

Since the entire New York City public school system has experienced an increase in black and Puerto Rican children and a corresponding decrease in white children in the past three years, the finding that several of the 14 pilot schools have also become increasingly more non-white, is not noteworthy. Table 54 indicates that the pace at which the change occurred for the pilot schools has been slower for these schools than for the junior high schools as a whole. The net increase in minority group enrollment over the past three years for the pilot schools was 4.0 per cent; for all the junior high schools it was 11.0 per cent.

Table 53

ETHNIC DISTRIBUTION OF 14 PILOT INTERMEDIATE SCHOOLS
DURING EACH YEAR OF THE PILOT PROGRAM
(In Percentages)

School Code	1966-1967 Negro	1966-1967 Puerto Rican	1966-1967 Other	1967-1968 Negro	1967-1968 Puerto Rican	1967-1968 Other	1968-1969 Negro	1968-1969 Puerto Rican	1968-1969 Other
15 C	22.2	69.4	8.4	23.1	67.4	9.3	23.4	69.7	6.9
8 Z	36.7	23.8	39.5	40.7	28.7	30.4	43.1	25.0	31.9
7 H	36.0	5.6	58.4	42.9	5.7	51.2	47.0	8.9	43.1
2 B	23.2	31.9	44.9	20.1	24.9	54.8	24.1	24.3	51.5
24 S	16.1	35.8	48.1	14.1	33.5	52.1	13.6	34.3	51.1
9 T	98.1	1.6	0.3	97.5	2.2	0.1	97.8	1.2	0.1
4 Y	32.7	65.0	2.3	35.1	62.0	2.8	35.9	60.3	3.8
12 U	74.8	23.8	1.4	72.8	26.2	0.8	84.6	14.7	0.8
6 L	50.4	2.7	46.9	51.8	10.1	38.0	65.3	2.0	32.6
18 E	17.6	9.5	72.9	18.4	7.8	73.7	13.7	6.2	79.1
21 G	19.2	13.9	66.9	20.1	11.9	67.8	19.4	10.4	69.1
17 J	21.5	2.2	76.3	21.6	9.3	69.0	31.2	3.1	63.7
14 D	28.4	37.8	33.3	29.4	34.3	36.1	34.6	32.2	33.3
10 P	72.7	1.0	26.3	71.9	7.2	20.8	63.6	4.8	30.2

Table 54

COMPARISON OF THE ETHNIC DISTRIBUTION OF 14 PILOT INTERMEDIATE SCHOOLS AND ALL JUNIOR HIGH SCHOOLS FOR THE THREE YEARS OF THE PILOT PROGRAM

(In Percentages)

	1966-67			1967-68			1968-69		
	Negro	Puerto Rican	Other	Negro	Puerto Rican	Other	Negro	Puerto Rican	Other
14 pilot intermediate schools	38.4	22.5	39.1	41.5	24.3	34.2	43.3	21.6	35.1
All junior high schools	24.3	19.6	56.1	25.5	21.3	53.2	32.6	22.3	45.1

The primary concern of the present study with respect to desegregation was whether pupils in the pilot intermediate schools were being educated in a more racially desegregated enviornment than they would have been if there had been no grade reorganization. This question was investigated by comparing the ethnic composition of the sixth grade of pilot intermediate schools and the fifth grade of their feeder elementary schools. Table 55 presents these comparisons by number and per cent for Negro, Puerto Rican and all other pupils as reported in the ethnic census of December 17, 1968.[3] In this table the intermediate school is listed first, followed by its feeder elementary schools. The number of feeder schools with sixth grade classes varied from two to eight, largely reflecting split-feeder patterns. One intermediate school admitted children into the sixth grade from only two elementary schools. It also received children who entered as fifth graders from other elementary schools.

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[3] The census for December 17, 1968 was based on reports for five ethnic groups: Negro, Puerto Rican, Other Spanish-surnamed Americans, American Indian, Oriental, and all others. The present study reports data for only three categories: Negro, Puerto Rican, and all others combined, which includes the latter four groups of the census. The use of three categories was decided upon to facilitate comparison of current data with those of earlier years, and because the frequencies of the three new categories were too small for schools in the study to justify separate listing.

Table 55

ETHNIC DISTRIBUTION OF FIFTH GRADE IN FEEDER ELEMENTARY SCHOOLS IN RELATION TO THE SIXTH GRADE OF THE RECEIVING PILOT INTERMEDIATE SCHOOLS

Source: School Reports Submitted to the Board of Education
for the December 17, 1968 Ethnic Census

School	Negro		Puerto Rican		Other[a]		Total
Code	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number
I.S. 15 C	70	24	210	70	17	6	297
A	14	11	65	53	44	36	123
B	39	20	126	66	25	14	190
C	33	16	151	75	16	9	200
D	68	42	87	55	4	3	159
I.S. 8 Z	72	35	38	19	95	46	205
A	230	69	88	26	16	5	334
B	71	51	21	15	47	34	139
C	54	34	17	10	89	56	160
D	64	52	21	17	38	31	123
E	55	33	71	43	40	24	166
I.S. 7 H	191	51	34	9	149	40	374
A	142	53	34	13	91	34	267
B	36	17	15	7	162	76	213
C	95	44	22	10	97	46	214
D	8	6	15	12	104	82	127
I.S. 2 B	98	22	100	23	241	55	439
A	35	25	67	48	38	27	140
B	20	17	27	23	72	60	119
C	12	14	22	27	49	59	83
D	46	34	36	26	55	40	137
E	13	13	31	30	60	57	104

(continued)

Table 55 (con't)

School	Negro		Puerto Rican		Other[a]		Total
Code	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number
I.S. 24 S	50	14	116	33	184	53	350
A	12	14	45	52	29	34	86
B	16	24	23	32	32	44	71
C	8	5	15	10	126	85	149
I.S. 9 T	389	100	0	0	0	0	389
A	162	97	4	2	1	1	167
B	142	97	1	1	3	2	146
C	134	100	0	0	0	0	134
D	92	100	0	0	0	0	92
E	97	97	3	3	0	0	100
F	142	90	13	8	3	2	158
I.S. 4 Y	132	41	177	56	11	3	320
A	35	22	119	76	3	2	157
B	108	52	98	47	1	1	207
C	28	23	94	77	0	0	122
D	59	39	94	61	0	0	153
E	47	34	87	62	5	4	139
F	60	44	72	53	4	3	136
G	32	24	99	74	3	2	134
I.S. 12 U	361	89	43	10	3	1	407
A	108	98	2	2	0	0	110
B	74	96	3	4	0	0	77

(continued)

Table 55 (con't)

School Code	Negro Number	Negro Per Cent	Puerto Rican Number	Puerto Rican Per Cent	Other[a] Number	Other[a] Per Cent	Total Number
I.S. 6 L	318	63	14	3	170	34	502
A	85	100	0	0	0	0	85
B	86	96	1	1	3	3	90
C	101	90	6	5	5	5	112
D	18	47	1	3	19	50	38
E	58	71	3	4	20	25	81
F	123	70	15	8	39	22	171
G	68	37	4	2	114	61	186
H	50	45	5	5	55	50	110
I.S. 18 E	86	12	27	4	576	84	689
A	2	1	0	0	147	99	149
B	12	7	4	2	159	91	175
C	34	17	7	3	160	80	201
D	63	68	7	8	22	24	92
E	6	5	3	2	123	93	132
I.S. 21 G	79	24	25	7	212	69	330
A	29	13	8	4	180	83	217
B	50	37	34	25	51	38	135

(continued)

Table 55 (con't)

School Code	Negro		Puerto Rican		Other[a]		Total Number
	Number	Per Cent	Number	Per Cent	Number	Per Cent	
I.S. 17 J	197	37	18	3	323	60	538
A	1	1	3	2	144	97	148
B	21	13	5	3	133	84	159
C	119	54	4	2	95	44	218
D	53	36	4	3	90	61	147
I.S. 14 D	107	33	96	30	130	37	323
A	20	17	50	43	46	40	116
B	60	39	64	41	31	20	155
C	69	31	76	34	80	35	225
D	69	46	69	46	12	8	150
E	45	26	30	18	85	56	170
I.S. 10 P	524	63	39	5	269	32	832
A	141	96	5	3	1	1	147
B	65	98	1	2	0	0	66
C	10	13	8	10	60	77	78
D	1	2	4	8	45	90	50
E	131	98	1	1	2	1	134
F	3	1	8	4	188	95	199
G	179	98	0	0	2	2	181
H	25	35	0	0	48	65	73

[a] Includes whites as well as American Indians, Orientals, and Spanish-surnamed Americans other than Puerto Ricans.

To facilitate the comparison of the ethnic distribution of sixth grade children in the pilot intermediate schools with the fifth graders in the feeder elementary schools, bar graphs of the ethnic distribution are presented in Figures 1 through 14.

In determining whether pupils would have been educated in a more racially balanced situation if they had remained in the feeder school rather than having moved to the intermediate school, the research team first agreed upon a working definition for "racial balance." Schools were considered racially balanced if the proportion of the three ethnic groups--Negro, Puerto Rican, and all others--was approximately equal. However, since experience has shown that schools with a larger proportion of whites than Negroes or Puerto Ricans tend to maintain a more stable ethnic balance, preference was for schools where the balance was slightly in favor of the whites. Consideration had to be given also to the racial characteristics of the available school population.

In three schools--IS 9T, IS 12U, and IS 4Y--the population of the intermediate school was 95 per cent or more non-white, and a similar situation existed in all of the elementary schools available as feeder schools. Therefore, children in those communities did not change their relative ethnic status by leaving the local elementary school to go to the pilot intermediate school.

In three situations children from only one of the feeder schools would have experienced a different ethnic distribution in the intermediate school than in the feeder schools. In IS 8Z and IS 2B the ethnic balance was approximately the same for the IS as it was for the five feeder schools except elementary school A, where the children would have been in a more balanced situation in the IS. In IS 15C the ethnic balance was approximately the same for the IS as it was for the feeder schools except elementary school A, which was more balanced ethnically than the intermediate school.

In the case of IS 7H and IS 17J, children from two of the feeder schools would have been part of a more ethnically balanced enrollment in the intermediate school than they would have been in their elementary school. Children from the other two elementary schools experienced no great change in ethnic composition in the middle school from what it had been in the elementary school.

In three other schools, IS 24S, IS 14D, and IS 10P, children from one of the feeder schools would have experienced no change in ethnic distribution between the intermediate school and the elementary school, but in comparing the other feeders with the intermediate schools, (two feeders for IS 24S, seven feeders for IS 10P, and four feeders for IS 14D), the school population was better balanced in the intermediate school.

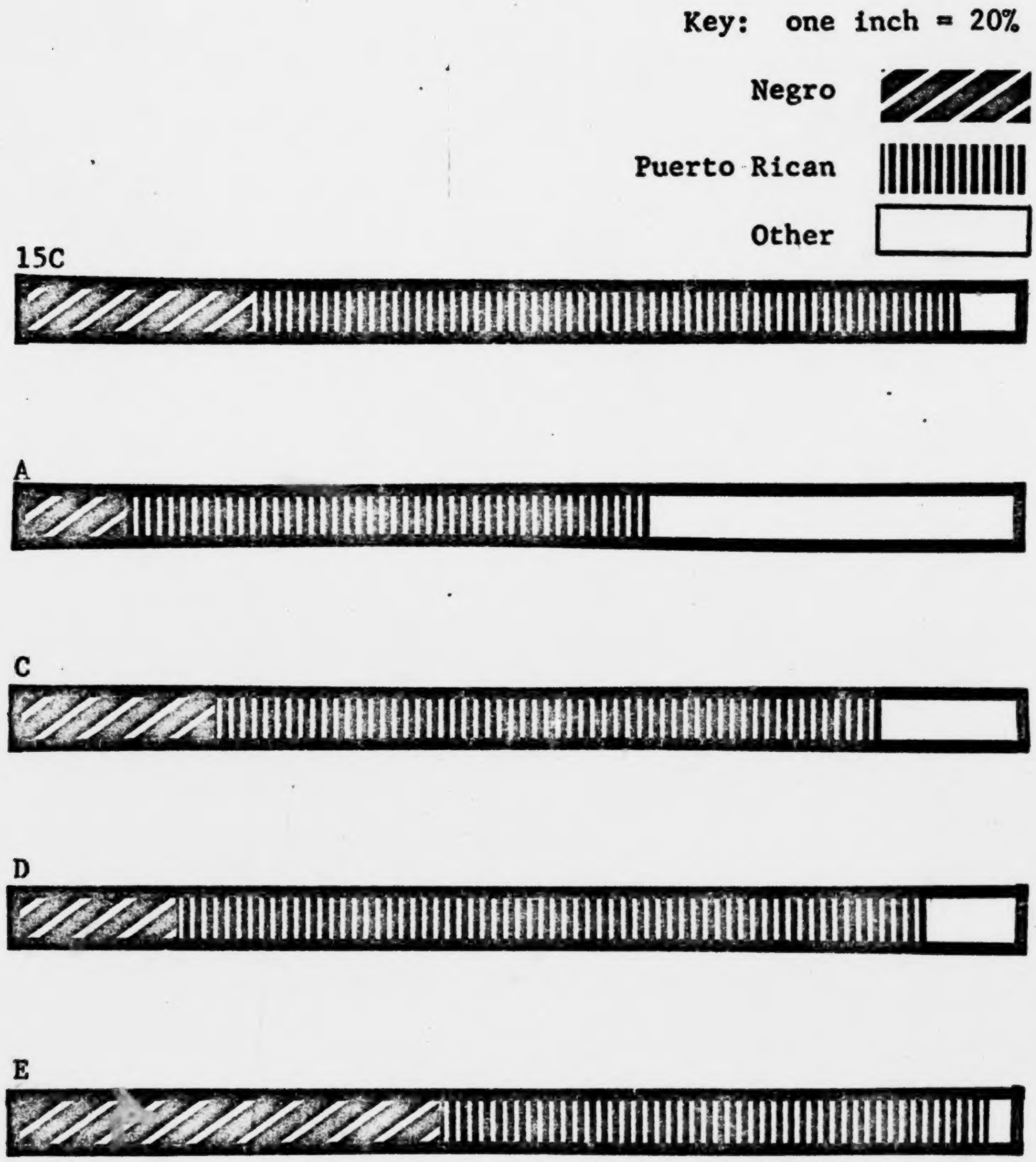

Figure 1. Ethnic Distribution of Fifth Grades In Feeder Elementary Schools In Relation to the Sixth Grade of IS 15C

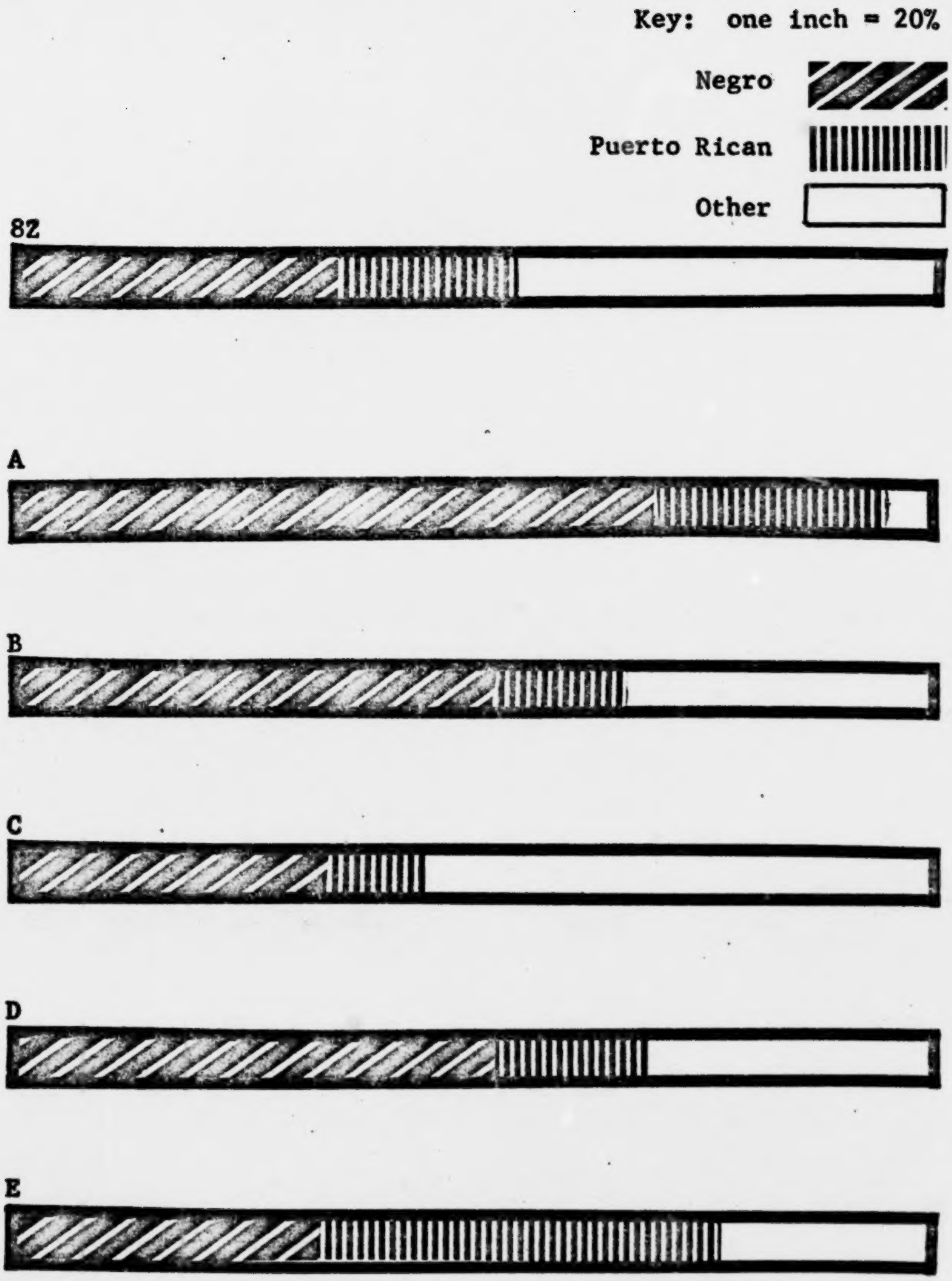

Figure 2. Ethnic Distribution of Fifth Grades In Feeder Elementary Schools In Relation to the Sixth Grade of IS 8Z

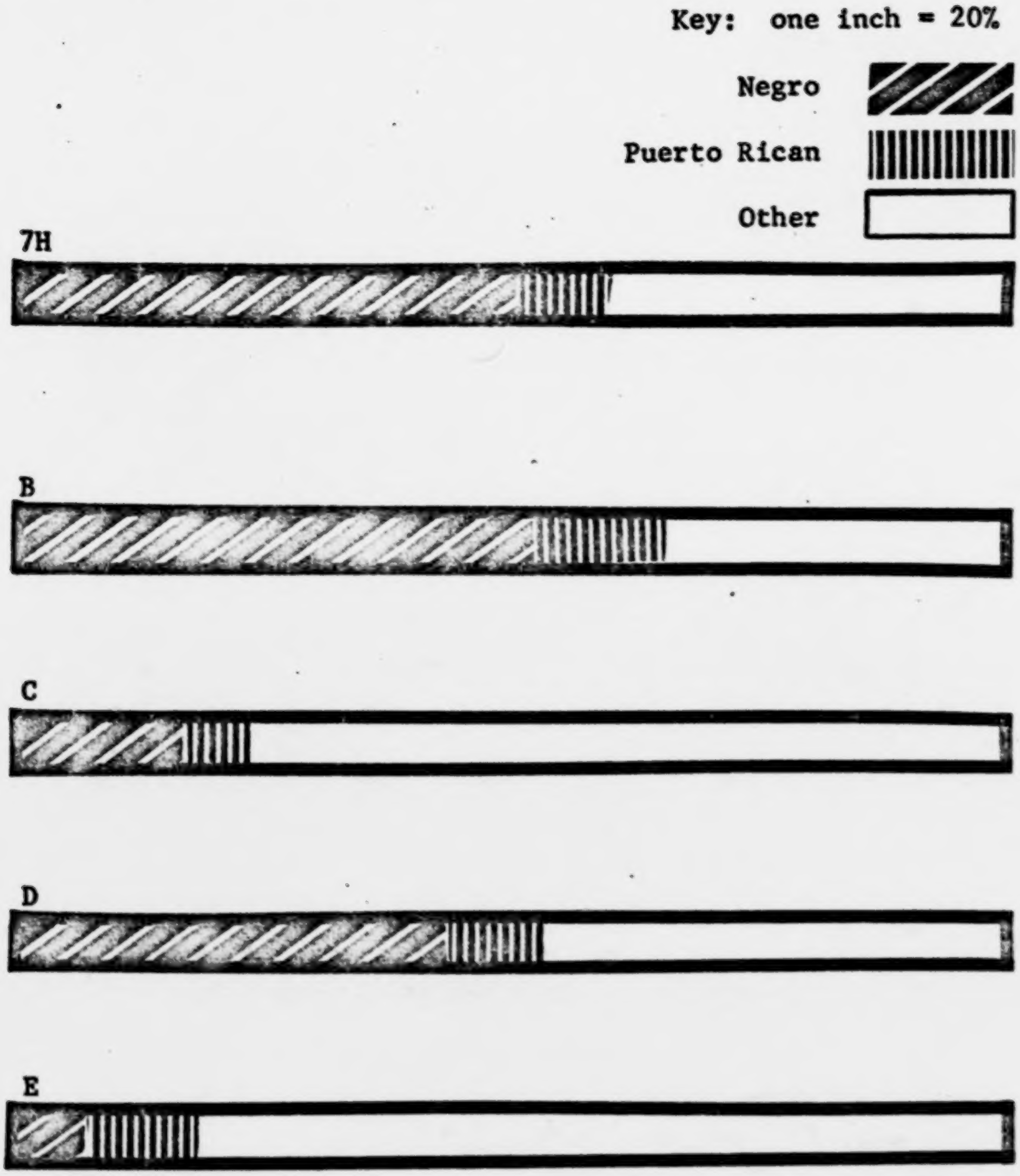

Figure 3. Ethnic Distribution of Fifth Grades In Feeder Elementary Schools In Relation to the Sixth Grade of IS 7H

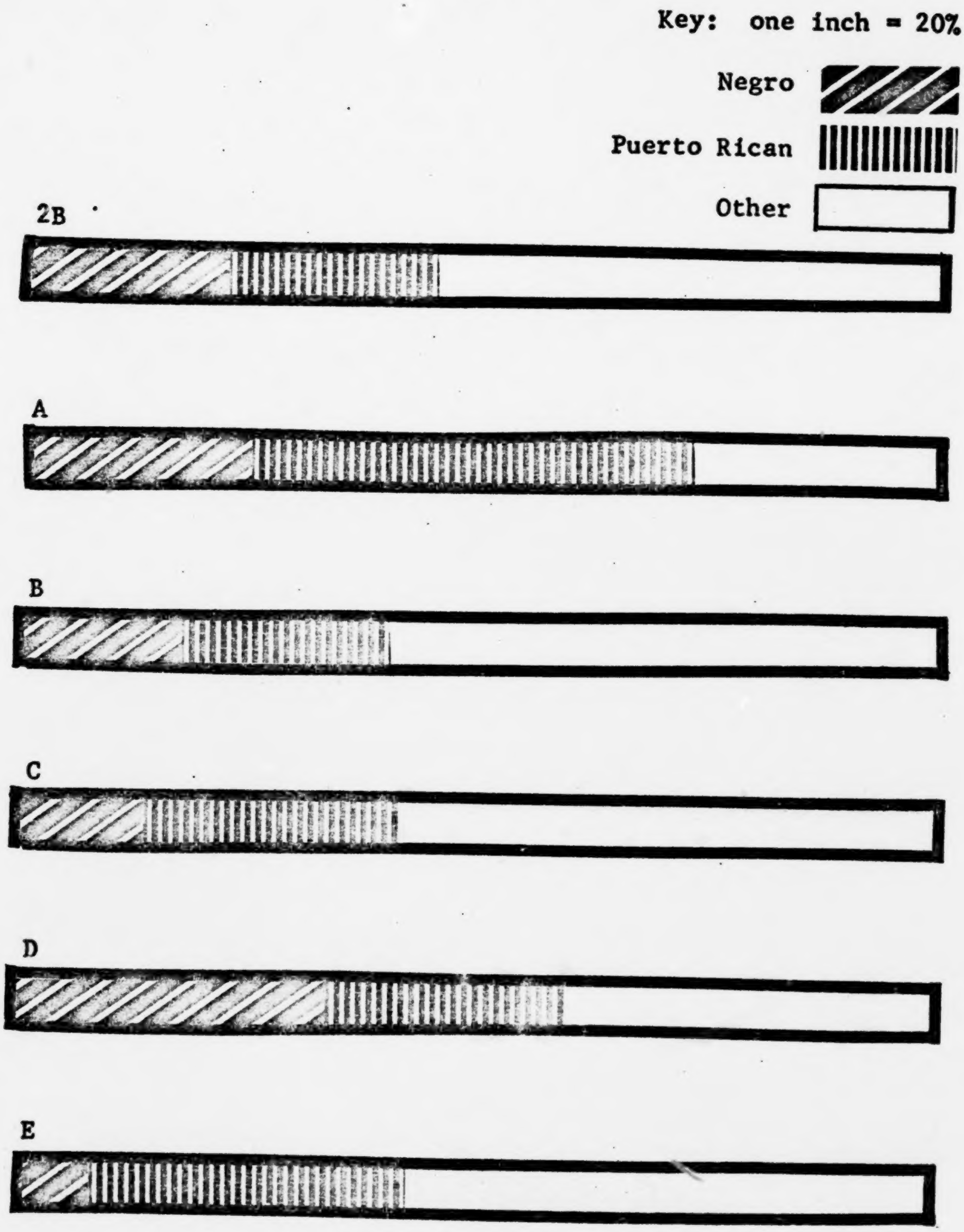

Figure 4. Ethnic Distribution of Fifth Grades In Feeder Elementary Schools In Relation to the Sixth Grade of IS 2B

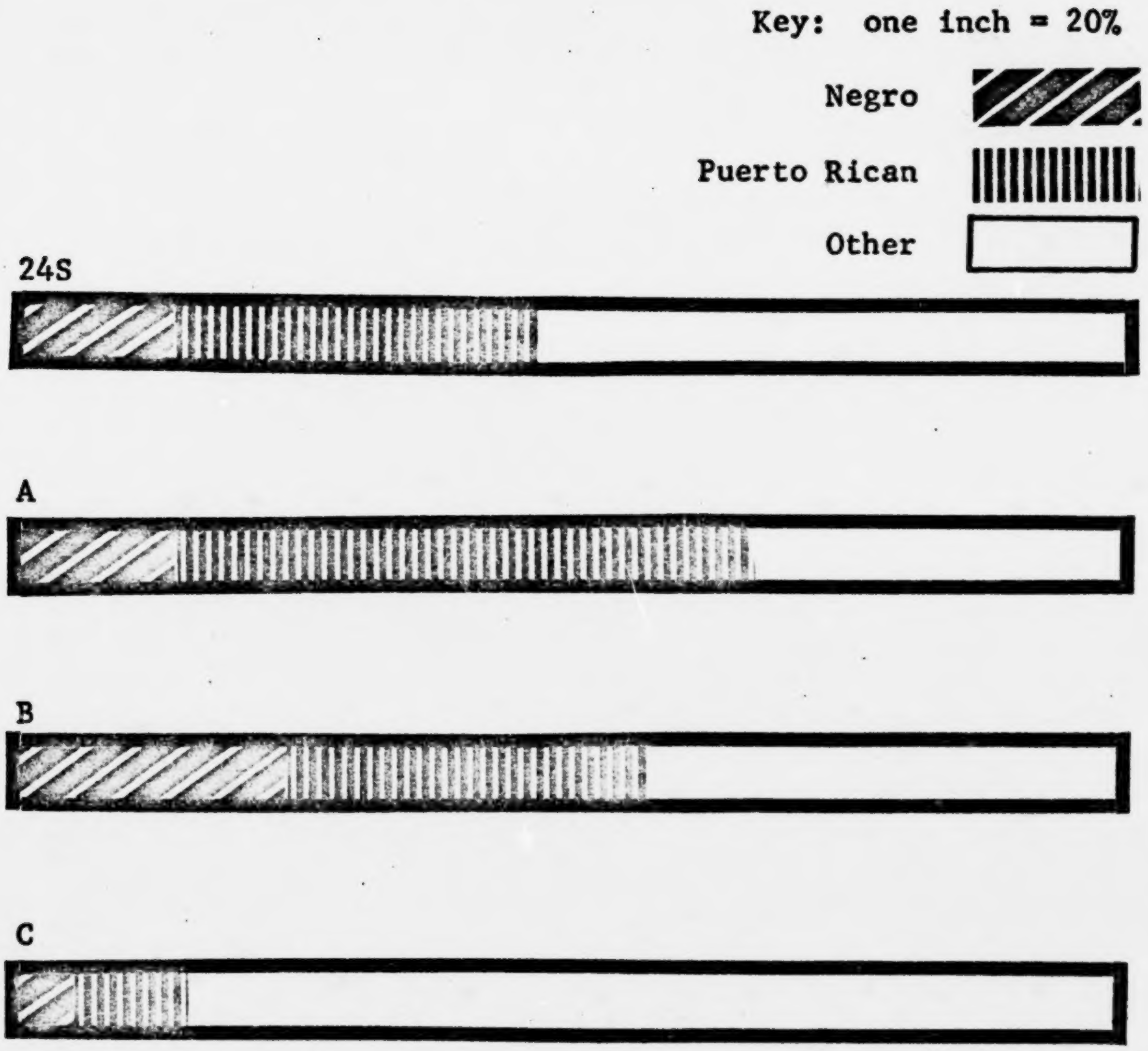

Figure 5. Ethnic Distribution of Fifth Grades In Feeder Elementary Schools In Relation to the Sixth Grade of IS 24S

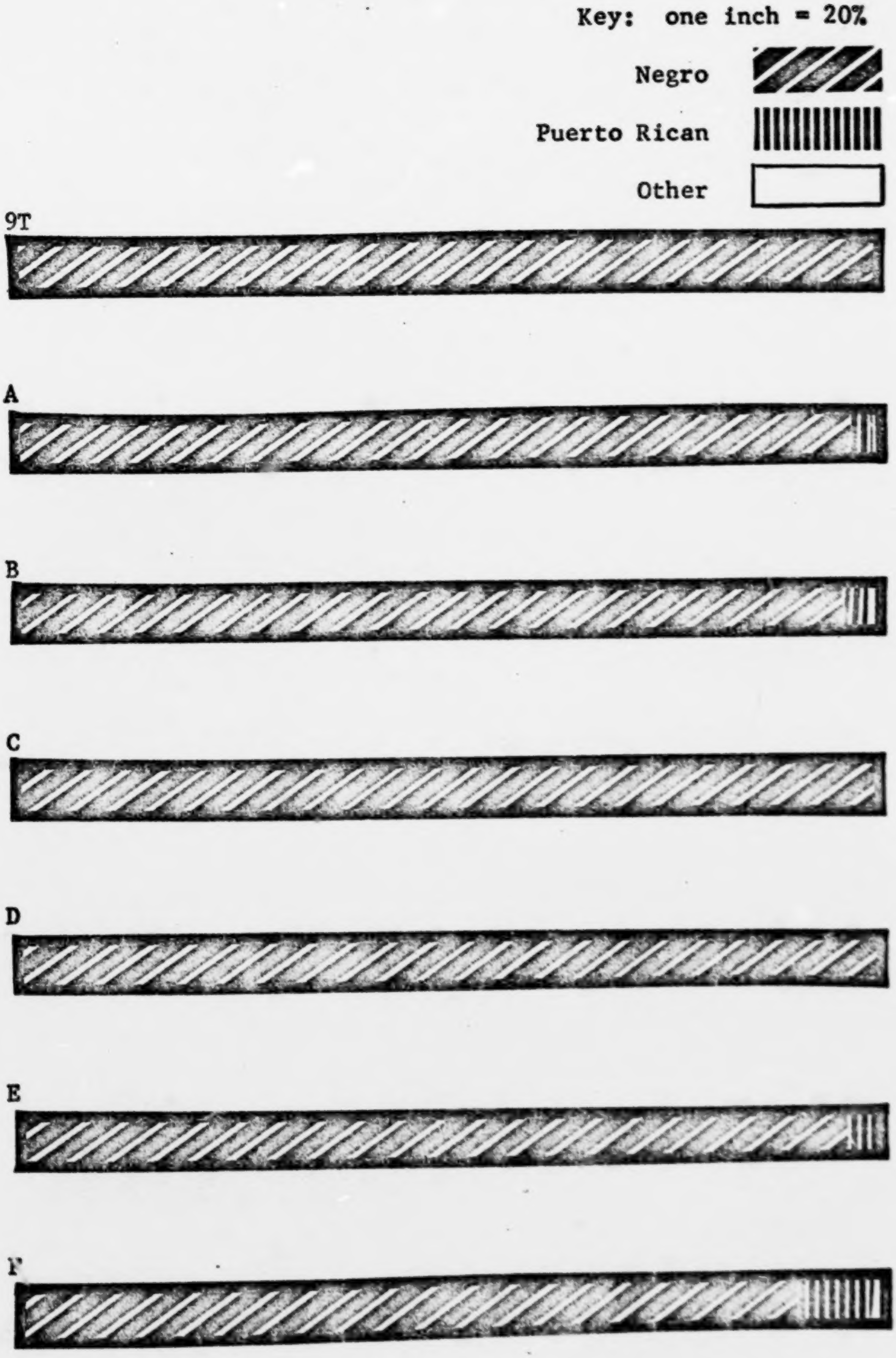

Figure 6. Ethnic Distribution of Fifth Grades In Feeder Elementary Schools In Relation to the Sixth Grade of IS 9T

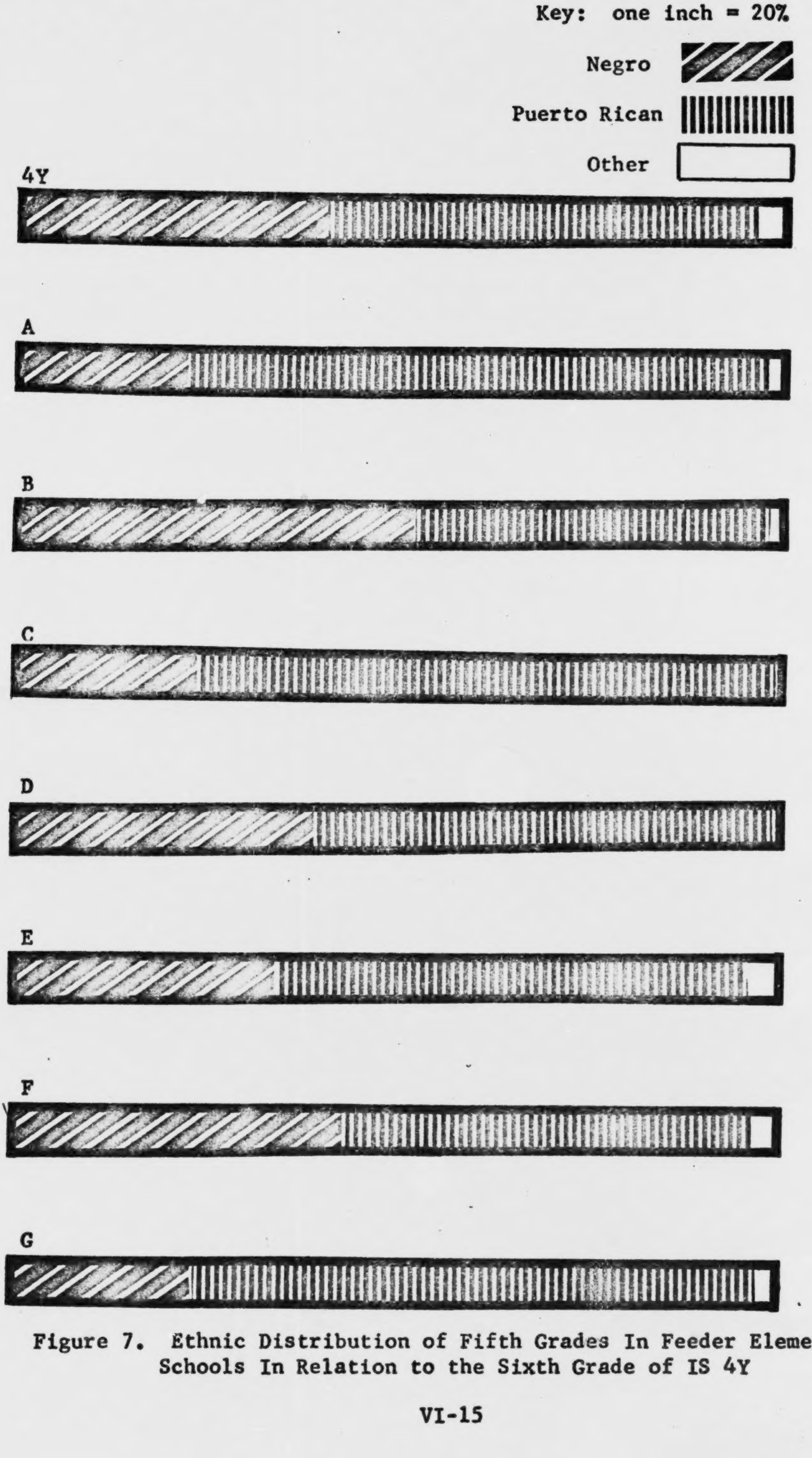

Figure 7. Ethnic Distribution of Fifth Grades In Feeder Elementary Schools In Relation to the Sixth Grade of IS 4Y

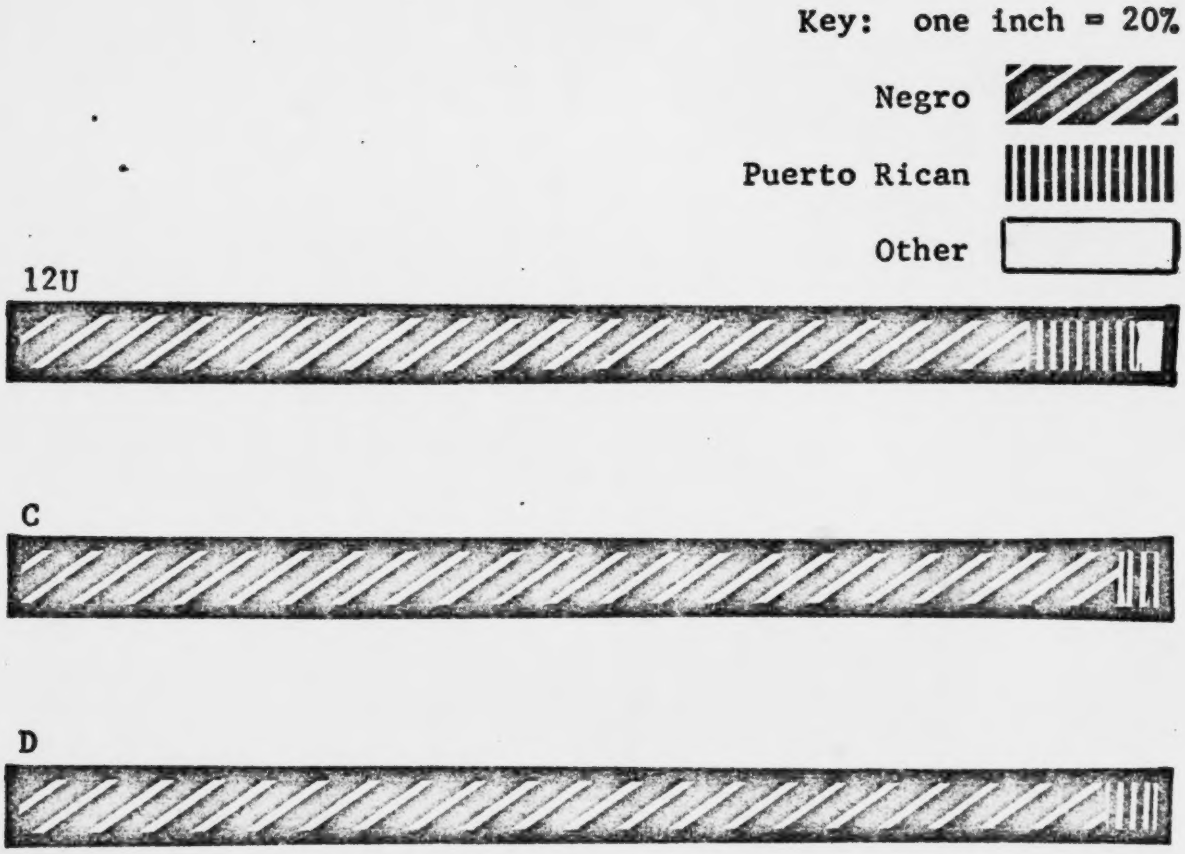

Figure 8. Ethnic Distribution of Fifth Grades In Feeder Elementary Schools In Relation to the Sixth Grade of IS 12U

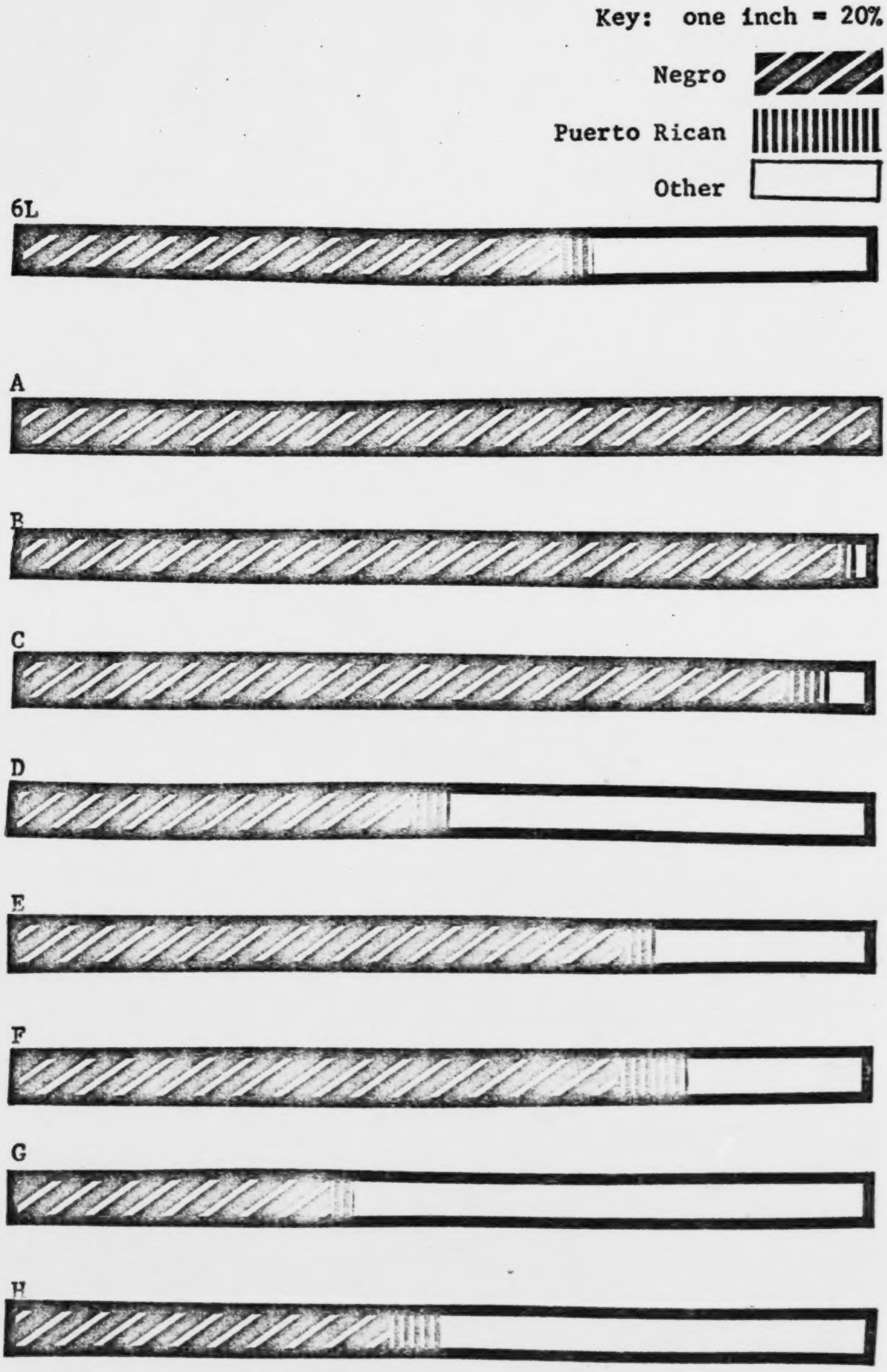

Figure 9. Ethnic Distribution of Fifth Grades In Feeder Elementary Schools In Relation to the Sixth Grade of IS 6L

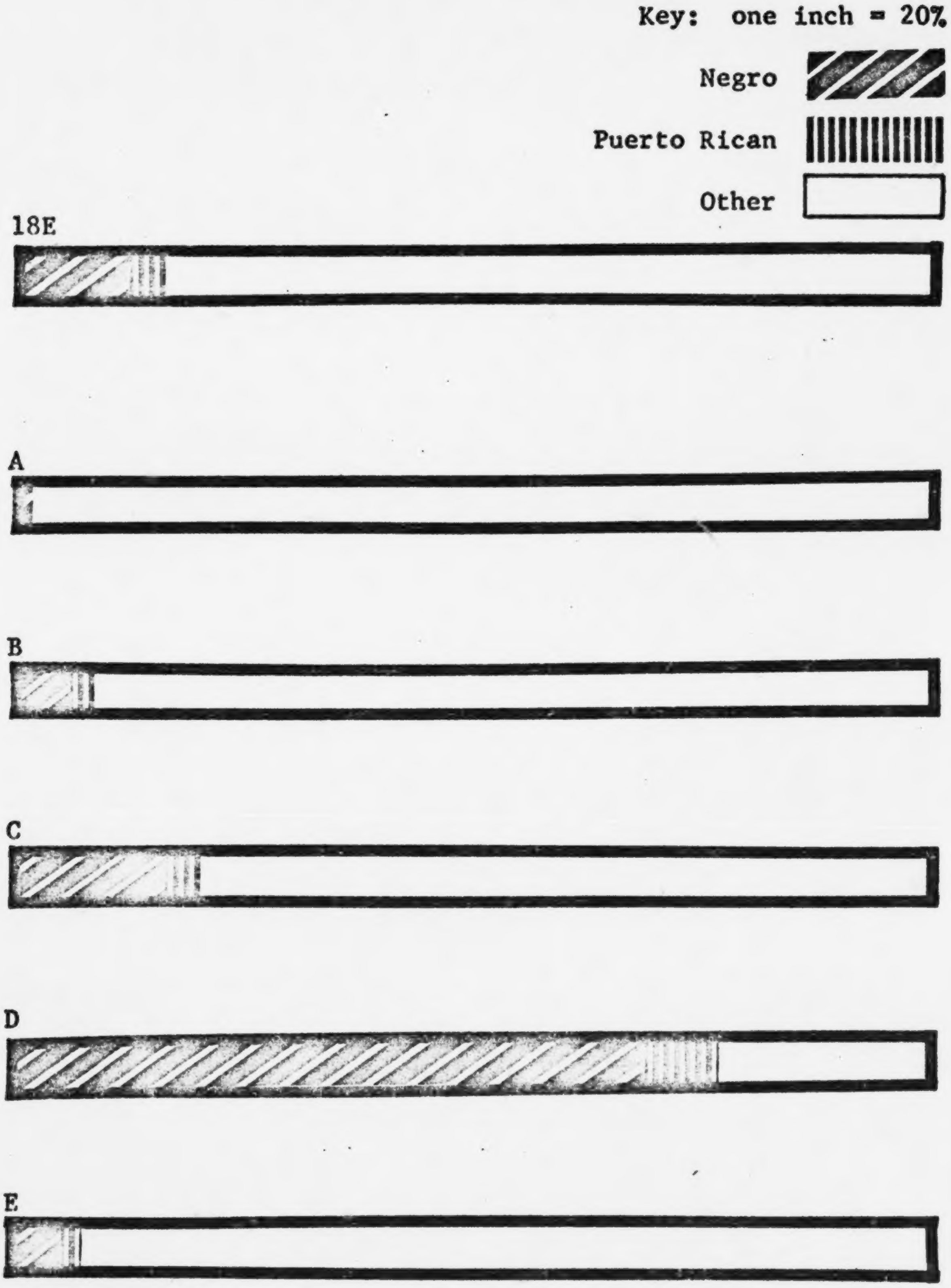

Figure 10. Ethnic Distribution of Fifth Grades In Feeder Elementary Schools In Relation to the Sixth Grade of IS 18E

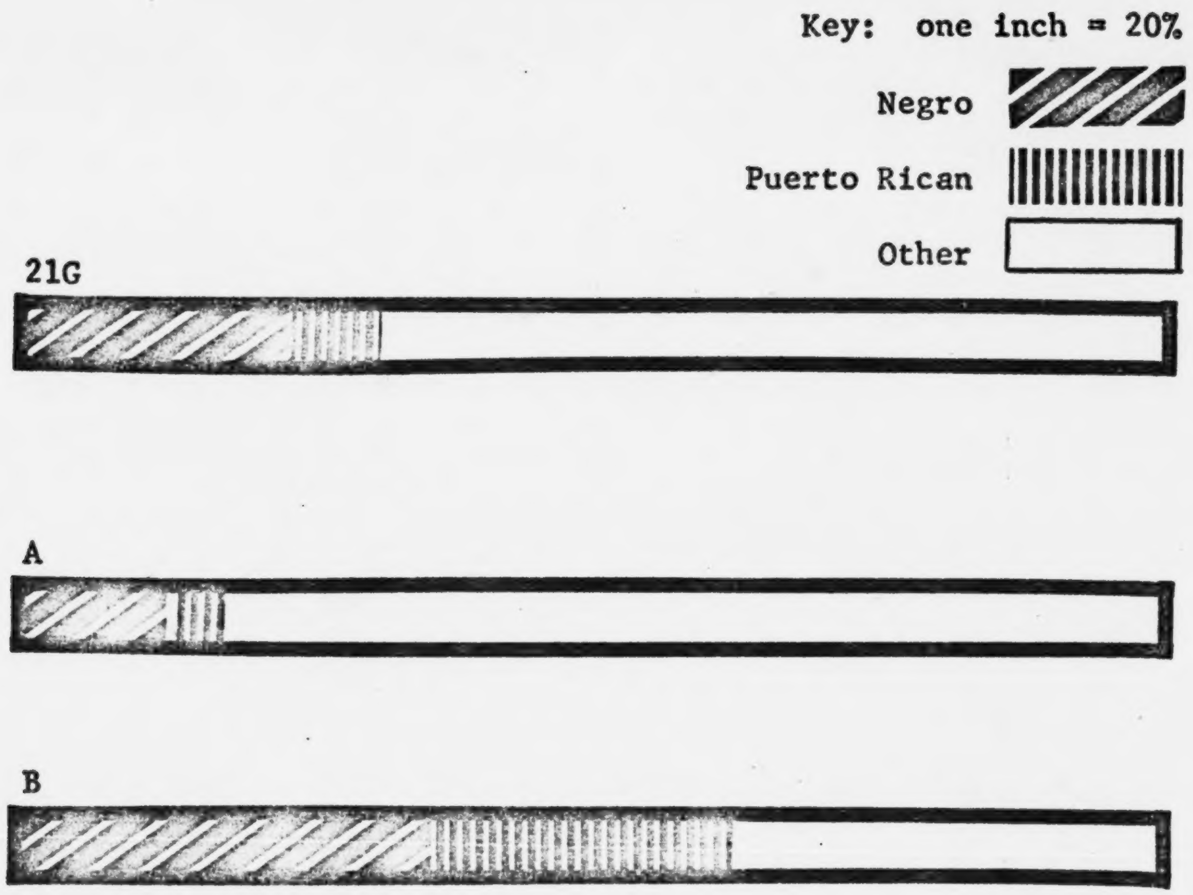

Figure 11. Ethnic Distribution of Fifth Grades In Feeder Elementary Schools In Relation to the Sixth Grade of IS 21G

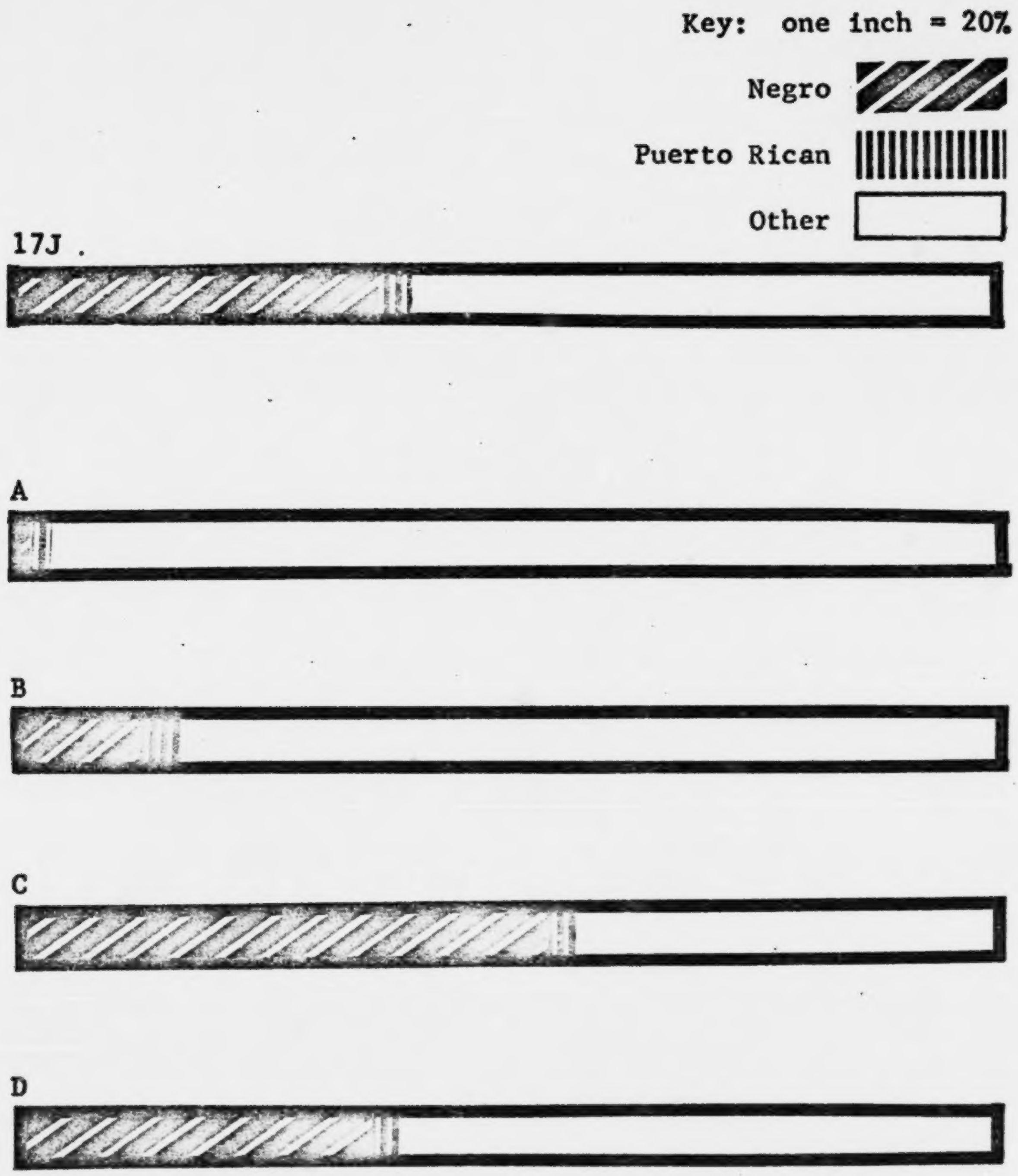

Figure 12. Ethnic Distribution of Fifth Grades In Feeder Elementary Schools In Relation to the Sixth Grade of IS 17J

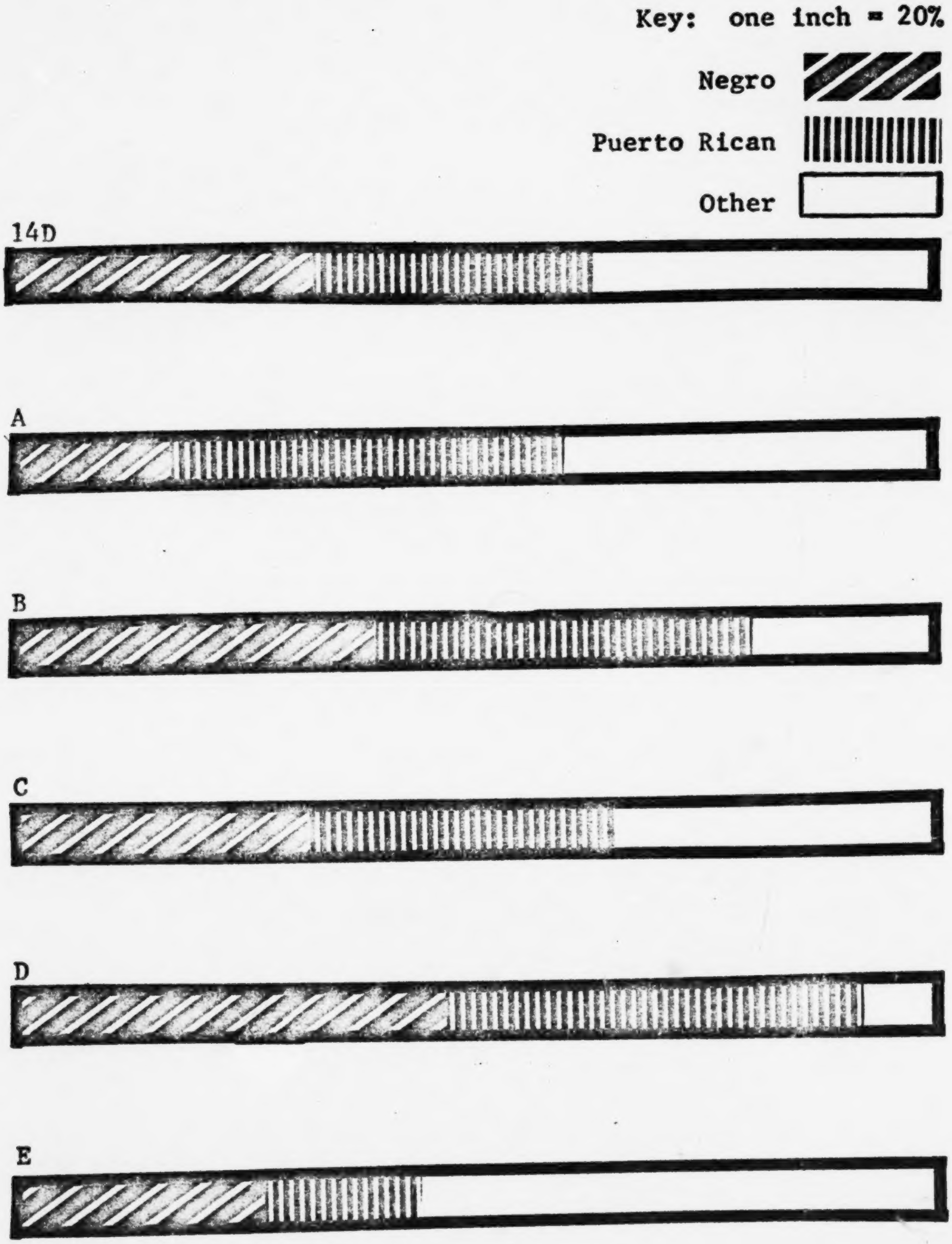

Figure 13. Ethnic Distribution of Fifth Grades In Feeder Elementary Schools In Relation to the Sixth Grade of IS 14D

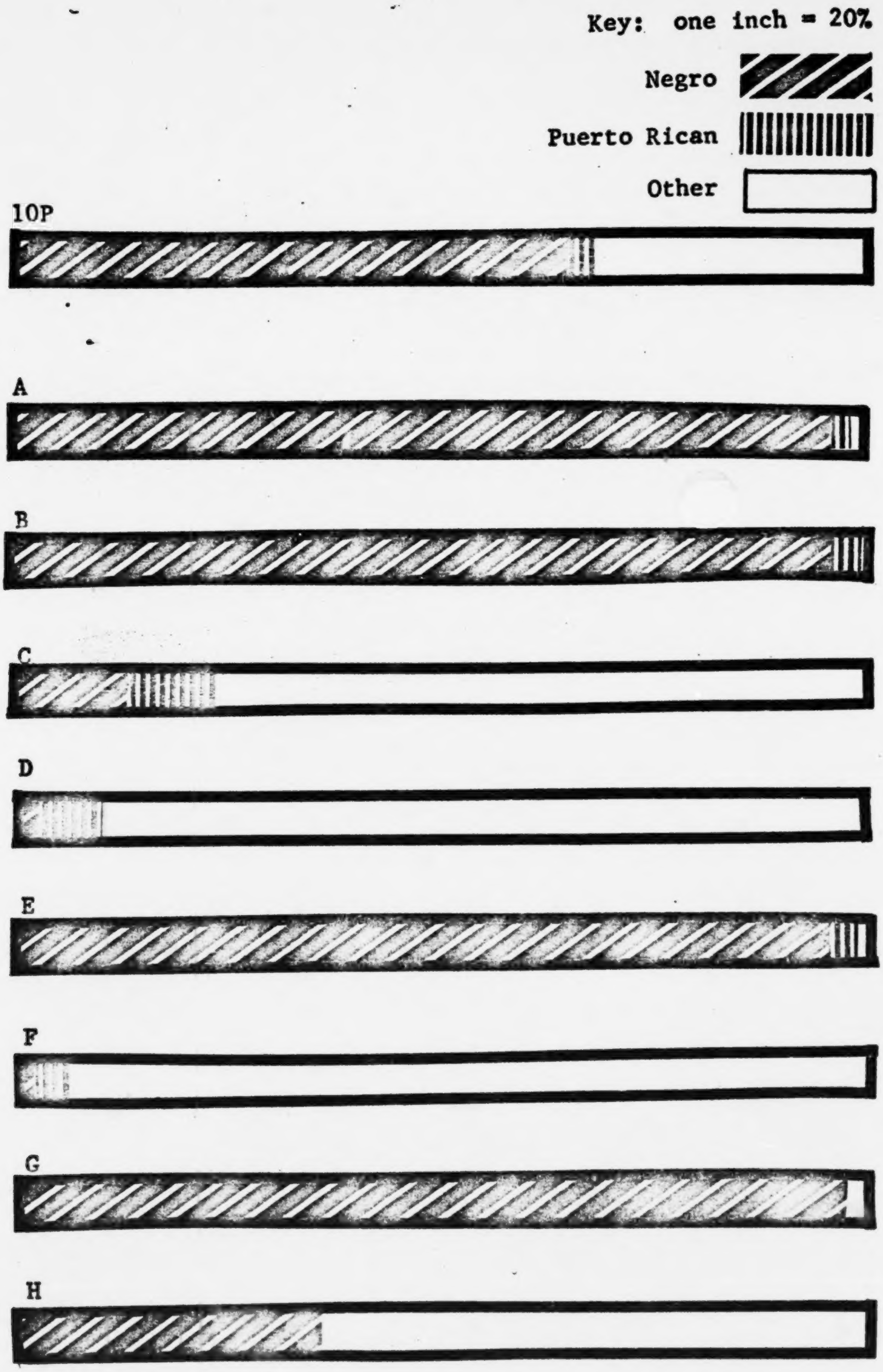

Figure 14. Ethnic Distribution of Fifth Grades In Feeder Elementary Schools In Relation to the Sixth Grade of IS 10P

In the remaining three intermediate schools there was no pattern to the relationship between the intermediate school and its feeder schools. Children in one or more of the feeder schools would have experienced a better balanced ethnic distribution in the intermediate school; children from other of the feeder schools for the same intermediate school would have experienced a better balanced ethnic distribution by remaining in the feeder school.

In summary there were 68 feeder schools for the 14 intermediate schools. In six, or nine per cent of the feeders the children would have been educated in a more balanced racial setting had they remained in their local elementary school rather than moving into the pilot school. In 36, or 53 per cent, of the feeders there would have been no change in the relative ethnic position of the children had they remained in the local community elementary school rather than moving to the pilot school. Children from 26, or 38 per cent, of the feeder elementary schools would have been in a less racially balanced educational environment by remaining in their local schools. For children in these 26 schools, the pilot school provided a more desegregated experience than their feeder elementary school would have provided.

Mobility

Attendance at school has sometimes been used as a measure of "satisfaction" with the school program. Since one of the objectives of the pilot intermediate school is the enhancement of pupil self-concept and greater understanding of oneself and society, it was thought that more favorable mobility records in the pilot intermediate schools, as compared with the paired junior high schools, could be interpreted as positive affect on the part of children to the pilot program.

The mobility index is the measure of attendance which was used for this comparison. The mobility index is the ratio of the sum of the total admissions and discharges for the school year to the average register, expressed as a per cent. The higher the index, the more mobile or transient is the student body. Table 56 presents the mobility index for the seventh grade pupils in the paired schools based on attendance reports for the 1967-1968 school year, the most recent figures available for the highest grade which was both part of the pilot program and was included in the grade structure of the comparison junior high schools.

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Table 56

INDEX OF MOBILITY[a] FOR PILOT INTERMEDIATE AND COMPARISON JUNIOR HIGH SCHOOLS-GRADE 7, 1967-1968[b]

School Code	Mobility Index	School Code	Mobility Index
15 C	52	12 U	53
C 1	73	C 6	54
8 Z	46	6 L	38
C 2	63	C 8	38
7 H	50	18 E	42
C 3	34	C 9	28
2 B	56	21 G	27
C 4	41	C 10	31
24 S	48	17 J	38
C 5	43	C 11	33
9 T	45	14 D	31
C 6	54	C 12	35
4 Y	41		
C 7	40		

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[a] Mobility Index = $\frac{X + Y}{Z} 100$ where X is the total number of admissions for the school year; Y is the total number of discharges for the school year; and Z is the average register for the school year (aggregate register divided by the number of days in the school year).

[b] Most recent year for which attendance data were complete. Children in the current sample (eighth grade) were in the seventh grade during the 1967-1968 school year.

Mobility data were not consistently different for the intermediate school as compared to the junior high school. In one pair of schools both had the same mobility index. In half of the remaining pairs of schools, the index was higher for the intermediate schools: in the other half the mobility index was higher for the junior high schools.

CHAPTER VII

DISCUSSION AND SUMMARY

The introduction of the intermediate school grade reorganization in New York City rested on a revised philosophy of education for the child in the middle years, living in an urban community during a time of social and political upheaval.

In the early 1960's, there were many forces pressing New York City educators to move toward improvement in achievement for underprivileged children and changes in the city's school patterns of racial integration. It was felt that the junior high schools in existence were in need of change and reorganization.

Educators, in general, and members of the New York City school system, in particular, shared with the general public concern for these matters and they proposed plans to make the improvements. These were some of the major points at issue:

(1) Improvement in reading achievement of minority children

(2) Greater integration of pupils within schools

(3) Better patterns of integration in all middle-year schools

(4) Introduction of a relevant and more dynamic curriculum

(5) More guidance services, beyond the "crisis" level

(6) More special services within schools

(7) Reduced pupil-teacher ratios

(8) Opportunities for all pupils to be exposed to all curriculum areas, especially in foreign language, typing, and instrumental music

Had the original plans for the intermediate schools been carried out beyond the first year of implementation (1966-67), it is possible that realization of the intermediate school goals would have emerged into a greater success. Unfortunately, although the philosophy and goals remained, the implementation fell short of the plans.

This disparity between proposed plans and actual implementation was stressed at an informal meeting held during the Spring, 1969 Teacher-Training Conference at Tarrytown, New York. The present and former assistant superintendent in charge of the intermediate school program met with the intermediate school principals who were present to discuss their problems. Over and over again, as they tackled each problem, they cited the fact that so few of the changes in staffing, building, facilities and equipment, budget allowances, time allotments for meetings and conferences, and many other aspects of the new program had been sustained or even initiated. They were uniformly enthusiastic about the idea, but lacked the wherewithal to carry it out. Teachers and supervisors who attended that conference and who had been with the program since its inception in 1966 expressed the same disappointment. An objective analysis of teacher and supervisor questionnaires used in this study led to the same conclusion. There was great enthusiasm for the goals of the intermediate school program. Implementation was another matter.

Before discussing the findings of the study in detail, it might be desirable to make a few comments of a general nature.

In the first place, it is well to bear in mind that the intermediate school program was put into operation in September, 1966, when most of its innovations in the schools were made. The program, then, had its period of maximum implementation during the 1966-67 school year. Thereafter, in general, intermediate schools received few further increases in personnel and in the budget allotments that had been especially granted to them. As decentralization of the city's schools developed, the central authority for such allocations was diminished and district superintendents were faced with problems of allocating budgets, staffs, and services impartially to all the schools in their districts. They had no clearly defined fund or authority to assist them in giving special consideration to the intermediate schools. Thus, pupils involved in the present study, who were in the sixth grade in 1966-67, had the benefits of the first year's innovations to the extent that they were implemented in each school for only that year. In some cases, even these were curtailed where programs were started late in the school year. This factor, combined with the increasing tensions in the city's schools from 1967 to 1969, may have had its effects on the attitudes of both teachers and pupils.

In the second place, flexibility and freedom of action were essential ingredients of the plans for the intermediate schools. Principals and others had wide latitude in the procedures they used to carry out the basic plan. As a consequence, one might say that there were as many pilot intermediate school programs as there were schools.

In the third place, one should bear in mind that many of the problems faced by the intermediate schools may have been due to the novelty of the ideas. On the other hand, the junior high schools have been in operation for many years and have had ample opportunity to resolve problems.

In the fourth place, both supervisors and teachers in the intermediate schools felt strongly that any evaluation of the program should stress the more elusive aspects of attitudes and opinions, rather than relying exclusively on achievement data and census statistics. The research team attempted to include both aspects in the report. An interesting aspect of the findings is the divergence between the "hard data" and the expressed opinions of all concerned. The "hard data," i.e. achievement, attitudes, and self-concept, indicate, in general, that there were few significant instances of superiority of the intermediate school over junior high school pupils in achieving intermediate school goals. The subjective data and expressions of attitudes, on the other hand, reveal a conviction on the part of both intermediate school participants and observers that the program would be worthwhile if only it were given a chance to operate.

Effect of the Program on Pupils

What effect did the program have on pupils in terms of achievement, attitudes, self-concept, and socializing with children of other races? Basically, there were no major differences between intermediate and junior high school pupils in any of these areas, with minor exceptions.

Achievement

There was no significant difference between intermediate and junior high school pupils in reading comprehension. The hope that the intermediate school program would raise reading levels more than the junior high school program was not realized, as far as the test results were concerned. However if there were gains and/or benefits in other areas, the fact that there had been no loss in this important area is of relative importance.

In mathematics there were, again, no significant differences between the pilot intermediate and junior high school pupils in arithmetic fundamentals. But in arithmetic problem solving, there was a significant difference favoring the junior high school pupils. Since the difference was about three school months, it is apparent that there was no advantage to intermediate school pupils in this area. The investigation did not disclose any difference between the two types of schools which would explain this advantage for the junior high schools. It is a subject worthy of further investigation, and should be balanced against other possible benefits of the intermediate school to the pupil.

Attitudes

The only significant differences favoring intermediate school pupils were found in the area where intermediate school personnel expected it -- attitudes. Intermediate school boys had significantly more favorable attitudes toward studying science and social studies than their junior high school comparison groups. Unfortunately, there are no comparisons for achievement in these areas. One cannot assume that more favorable attitudes will lead to higher achievement scores. Nevertheless any gains in attitudes toward studying are desirable goals, and these differences may be considered successes for the intermediate school program.

Self-Concepts

There were no differences between the self-concepts of intermediate and junior high school pupils. Since the self-concept is such a fluid term, it is possible that the items of the scale did not cover areas that may have yielded differences in either direction. One can assume only that in those areas covered, pupils fare equally well in both types of school.

Pupil Integration

There are two aspects to the subject of ethnic integration. One is desegregation, the ethnic distribution of pupils in both feeder and intermediate schools. The other, integration, is related to actual pupil-to-pupil relations in the informal aspects of social life.

In comparing the ethnic distribution of pupils in feeder schools with that of the intermediate schools, it was found that the sixth grades of pilot intermediate schools were not consistently more desegregated than the fifth grades of their feeder elementary schools. In most instances, pupils did not change their relative ethnic status by going from their own elementary school to a more centrally located intermediate school.

Several factors are to be considered with respect to this finding. As many principals observed, the ethnic balance of the city is undergoing a marked change. The proportions of Negro and Puerto Rican pupils are increasing, while the white population is decreasing in most public schools. Another important factor is the location of the intermediate school with respect to housing patterns. An intermediate school located in the middle of a Negro community cannot have any but almost all Negro feeder schools. In such areas, housing patterns pre-determine the nature of the ethnic structure of a school. This same factor accounts for the consistency of ethnic distributions of both feeder and intermediate schools where the population distribution is not so extreme.

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Although these considerations apply to all New York City schools, they are especially relevant here where we are concerned with a plan to organize schools with the specific intent of creating an ethnically balanced situation for pupils. Obviously, in future planning, if this is to remain a goal of the intermediate schools, both the location of the school with its feeder patterns and the nature of the surrounding community must be given careful consideration.

Nevertheless, it is significant that school enrollment figures indicate that, although the pilot intermediate schools have become more segregated during the past three years, the trend in those pilot schools has been at a slower rate than that of all other intermediate and junior high schools city-wide.

If integration is to be meaningful, pupils who attend integrated schools must associate freely and voluntarily with each other. This was a specific goal of the intermediate school program. Members of the Research Team and others observed children in informal situations to learn to what extent this goal had been achieved. Conclusions based on such observations combined with data obtained from questionnaires sent to school personnel can be only tentative. There are too many uncontrollable factors that may account for what one observes.

Briefly, there did not seem to be any significant amount of voluntary integrated socializing among the pupils. In playgrounds, school corridors and cafeterias, and even on their walks to and from school, children seemed to cluster with their own ethnic groups. Puerto Rican children, who frequently speak Spanish among themselves, tended to exclude others possibly because of this simple fact of language. Negro children frequently walked to and from school from a different direction than did white children. Socializing in overcrowded cafeterias often was limited by the administrative problem of assigning seats by class groups. Homogeneous class grouping, which is reported in most schools, creates artificial barriers between children who cannot get to know each other in any other way. It is the considered opinion of the observers that, within the very strong limitations of such reporting, there was only limited socializing between ethnic groups in the intermediate schools that had mixed groups. It is important to remember, too, that these observations were made during a year when there was marked polarization of feelings among the ethnic groups of New York City.

It should be pointed out, further, that putting children together in one school building will not lead to socializing unless the school provides opportunities for such activities. It is a common complaint of children that they cannot talk to each other in school. Playground activities are usually formal "lessons" in some activity, just as the "gym" period is, and these are usually the most informal periods of the day. Socializing does not occur in the average classroom. If social

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integration is the goal, it will be necessary for administrators and teachers to revise some of their classroom and school procedures to permit freer action among pupils.

Effect of the Program on Administration and Organization

There was scarcely an area of administration and organization that did not present problems. Superintendents, principals, assistants-to-principal, and others might be enthusiastic about the goals of the intermediate school program, but all felt that there were problems in realizing these goals.

Grade Organization

Although the intermediate school was planned to include grades 5 through 8, by 1968-69, only one pilot school had grade 5, one had a complete grade 9, and several had ninth grade SP pupils only. One school reported that it had dropped its fifth grade after the first year. Obviously, these variations in structure interfere with realizing the organizational plan of the intermediate school.

Many factors contributed to these variations for the lower grades. One was a deliberate plan to move slowly, one grade at a time, toward the grade re-organization. Another was parental objections to the plan for younger children. Still another was the experience of intermediate schools with sixth graders, which acted as a temporary deterrent to transfer of fifth grades from the elementary school. Although administrators favored having sixth graders in the intermediate school, they had to cope with many problems created by the social and physical immaturity of the children.

Retention of SP pupils in the ninth grade was a practical consideration to maintain the continuity of the accelerated program. Otherwise, pupils would have had to be sent to high schools in the middle of the school year without really having completed eighth grade work. Whether the intermediate schools should continue the accelerated SP program within the limitations of the intermediate school organization is a question that needs serious consideration. Since parents of children eligible for SP do express concern about this, it is evident that some solution must be found.

Achieving the Intermediate School Goals

While the principals and others seemed to feel that the major goals of the intermediate school program had been achieved, the evidence of this study, supported by statements made by school staffs in response to specific questions, actually shows that intermediate school goals were generally not achieved and for reasons often provided by the school staffs themselves.

One significant observation made by several principals and other staff members was summarized well by one principal when he said that "building inadequacies, personnel problems, and the strictures of the school day made it impossible to achieve or even work towards the achievement of all objectives."

Staffing

Staffing is a major problem for most schools, but there are special problems related to the intermediate school plan. There are, for example, no teachers who are licensed in teaching humanities. In view of the complexity of this subject, the creation of a license or ancillary license in this area seems desirable. Budget limitations cut down the availability of special personnel, such as social workers, psychologists, etc. The pupil-counselor ratio of 200 to 1, as originally planned, could not be maintained when no new counselor positions were added to the schools' rosters. Class sizes are larger than originally planned, a problem created by lack of staff and space. Most of these problems are related to the lack of a special budget for the pilot intermediate schools as well as the general staffing problem facing all schools due to lack of trained and licensed personnel.[1]

Supervision and Programming

Because there were few department chairmen in any of the pilot schools, supervision of subject areas was, for the most part, the responsibility of assistants-to-principal. Many assistants-to-principal, in addition to assignments in one, or as many as five, subject areas, also supervised total grades and did administrative tasks, such as programming. Where there was supervision from the district office or headquarters, as in typing, the lack of a supervisor within the school with experience and training in the teaching of a subject was not a serious problem. In the areas of newly prepared curricula where supervision was needed even for experienced teachers, expert department chairmen would have considerably aided the implementation of the program. Humanities was one such area. Problems of teacher turnover and absenteeism, common to all public schools, aggravated the supervision of curriculum implementation in the pilot schools as well.

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[1] As of September, 1969, some of these shortages seem to have been alleviated, according to informal reports from school districts.

A major programming problem was the split-feeder pattern which required provision for beginning instruction in typing and foreign language classes for children entering the school on two different grade levels. Pupil turnover, particularly where excessive, also contributed to programming difficulties. Many schools resorted to assigning programming duties to one person on a full time basis. In other schools, the task was an added responsibility for assistants-to-principal, guidance counselors, and teachers. Combined with the difficulties of individualized instruction, this was a serious problem for the intermediate schools.

Departmentalization

Departmentalization presented no problems for seventh and eighth grade pupils, but was definitely a source of many difficulties for the sixth grade. Principals, assistants-to-principal, teachers, and counselors all reported that the sixth grade child needs a period of three to four months to adjust to the patterns of intermediate school life. Many told of children who could not find their way from one class to the other and who lost their program cards. Many stressed the continued need of many of these children for the sustained security of a self-contained classroom with a single teacher in charge for most of the day. One principal reported that the sixth grade was housed in one section of the building and that classes were taught all major subjects by one teacher. Most reported that they resorted to the self-contained classroom without necessarily delimiting the physical area assigned to the sixth grade.

Although it was anticipated that self-contained classroom organizations would be used as needed, the degree to which this was done in many schools for sixth graders seems to have isolated them from the rest of the school. The isolation is even more complete where the sixth grade meets for lunch earlier and/or apart from all other pupils. Although the administrative necessity for these arrangements is apparent, the fact remains that sixth grade pupils in the intermediate schools are generally not participating in the program as it was originally conceived.

Educational Planning Teams

The intermediate school program envisaged the innovation of the educational planning team, involving teachers, counselors, and specialists as well as administrators and supervisors who were to be responsible for the "total educational growth of individual pupils." Each team was to be responsible for about 150 pupils. Although there was evidence of some attempts to provide such guidance for pupils, there were, in fact, no well-defined programs of this type in any of the schools. Too often, it was the guidance counselors who undertook this task with some assistance from supervisors and teachers. Again, this is an idea that had wide approval, but implementing the idea evidently was too expensive in terms of time and available personnel.

Grouping

Teachers, regardless of subject specialization, prefer ability grouping for their pupils, and, in fact, all the pilot intermediate schools tended to use ability grouping in some form or other. Most grouped pupils by ability in major curriculum areas such as English, science, mathematics, and social studies. In other areas, integration was the major criterion. Of course, remedial reading, non-English speaking, and special talent classes are all forms of ability grouping which most of the schools have. Retention of ninth grade SP pupils, while all other ninth graders move on to senior high schools, further complicates the picture.

It would seem that there is a need for clarifying intermediate school goals with respect to the desirability of ability grouping, where and how it is to take place, and for what purpose. Community pressures, both for and against such grouping, will have to be considered and responded to in a manner consistent with the best interests of all the pupils and sound professional judgment.

Individualization

Parallel programming, where pupils might move from one class to another within a "block," was generally the only form of individualization found in the intermediate schools. The plan to permit pupils to progress at their own speed and have specially designed programs for them seems to have been too difficult to implement or may not even have been tried. The problems presented by the individualized program, in the face of all other problems faced by intermediate schools, do seem to be formidable and require much more planning and forethought.

Rate of Progress

Under the intermediate school plan, it was expected that individual programming would permit pupils to advance at their own pace, making it possible for some to complete the four years (5,6,7,8) in three and others, perhaps, to take five years for the same grades. Except for those schools where the typical junior high school SP classes existed and in one school where there was an extensive accelerated and enrichment program, there was little evidence of acceleration of pupils. Nor was there evidence of individual progress through the grade levels, whether accelerated or decelerated. The only provision that seemed to exist for individual rates of learning was in "block programming" within a grade level, where pupils could be shifted from a slow to a fast class or vice versa.

It is to be noted that the original plan called for a 5-8 organization. By 1969, most schools had dropped the fifth grade, and were only three-year schools like the junior high schools.

A review of this aspect of progress rate seems necessary, including consideration of the reasons why fifth grade pupils may or may not be included in the intermediate schools. Problems related to the sixth grade pupils may give clues for the fifth grade children as well.

Sub-schools

It is apparent that the true meaning of sub-schools as described by the Superintendent's Committee has become lost. Block programming which principals find useful for flexible program planning, is not the same thing. No school reported that it really had a school within a school on a vertical plan with its own basic corps of teachers and supervisors. Thus the concept of letting pupils be identified with a smaller school unit and so benefit from the interaction with teachers and supervisors who would know them well has been lost.

Facilities and Equipment

Although limitations of space, lack of equipment, and maintenance problems are characteristic of all city schools, for the intermediate schools these impeded the full implementation of the program as designed. For example, there were few provisions for dance and drama classes. Language laboratories broke down, due both to the quality of equipment and vandalism. Although there was generally adequate space for typing classes and there were typing stations for each child, the same could not be said of facilities for other programs. Musical instruments were in short supply, as were expendables such as reeds. In most schools, facilities were deemed inadequate for both individual and group guidance needs. The pilot intermediate schools were designed to overcome most of these problems, but it is obvious that they were unable to do this under the conditions available to them for implementing the program.

Teacher Training and Workshops

Due to the newness of the humanities curriculum and the absence of a license to teach humanities, preparedness in this area, as well as in dance and drama, the other newly prepared curriculum areas, presented greater problems than in the other subject areas. In dance and drama the lack of space combined with the absence of qualified personnel to inhibit implementation of these areas on all but a small scale. In the humanities program the attempt was made to convert teachers of English and social studies, primarily, into humanities teachers by making available to them in-service courses, task force bulletins and more structured supplemental curriculum materials. That this attempt was only partially successful was attested to by all the source of information on teacher preparedness available. In spite of the training and instruction materials offered, humanities teachers, to a greater extent than teachers of other subjects, were inadequately prepared at the onset to teach the pilot curriculum in their subject area. In addition, there were few evidences of on-going provisions for teacher training in the use of the humanities curriculum.

There appeared to be a direct relationship between attendance at workshops with and in-service courses on the pilot curriculum and preparedness to teach that curriculum.

Workshops which met after school were generally poorly attended. Resident workshops which met out of the city were better attended and considered superior in quality than workshops held in the schools. Workshops, such as those at New Paltz and Tarrytown, N. Y., provided a concentrated exposure to the new curriculum with opportunities for teachers to plan and demonstrate lessons and confer with experts and colleagues in their subject areas.

Curriculum

A significant aspect of the intermediate school program was the development of new curricula in advance of the initiation of the program. Curriculum specialists have observed that although this is the desired and efficient procedure, too often curriculum development is an afterthought of educational innovation. Therefore, the preparation of the Task Force Bulletins for the intermediate school program is to be considered a major achievement.

Second, in some curriculum areas, such as foreign language, typing, and humanities, the continued assistance of central offices in modifying and developing new curricula in response to special needs was a further contribution to the program. The availability of curricular materials does not mean, necessarily, that they are used. There were teachers who reported that they did not have the materials. In one school, for example, the foreign language chairman was not even aware of the existence of the special materials provided by the central office. The need for planned and regular training of all personnel in the use of materials available was apparent from interviews with teachers and supervisors both in the schools and at teacher training sessions. This, of course, may be a characteristic of all schools, whether intermediate or not. Teachers and supervisors reported general satisfaction with the materials available to them, but they did ask for supplementary aids and equipment.

Coordination across Curriculum Areas

The lack of planning time and administrative problems in interpreting the teachers union contract on the use of free periods may have been largely responsible for poor coordination across curriculum areas. Yet this was an important aspect of the intermediate school program, particularly in the areas of humanities and typing. The curricula in both these areas specify the need for interdepartmental cooperation. As in other matters, principals are aware of the goals but are limited in their planning by the amount of time available in the school day.

Foreign Language

The goal of exposing all children to foreign language was achieved in the intermediate school. However, some modifications were made. Pupils who could not read well or showed little or no ability in the language were dropped from the program. A special curriculum was developed for those who could not handle the reading and writing aspects of the program. Unlike the junior high school program, the intermediate school program managed to provide foreign language experience for most of the pupils. However, the laboratories broke down early in the program and this area of study had to be dropped.

It is to be noted here that the need for a special curriculum for pupils weak in reading and writing was filled, not locally, but by the central office on foreign languages. Curriculum revision on such a large scale is difficult to achieve on a local level.

Another aspect of foreign language teaching that merits attention is articulation with the elementary and senior high school. This is a general problem in foreign language teaching, but is especially important in the intermediate school where almost 85 per cent of the pupils actually do study a foreign language. Planning, involving all three levels, seems to be a necessary procedure.

Still another problem in foreign language study is the arbitrary inclusion of all pupils in the program. In practice, 15 to 25 per cent of the pupils are dropped because of lack of interest, lack of language facility, or extreme reading retardation. It would seem that the policy on exposing all pupils to foreign language teaching without regard to these considerations should be reviewed.

Creative and Performing Arts

The creative and performing arts curriculum is an extensive program that aims at involving every pupil in vocal and instrumental music, art, the dance, and the drama. It would seem desirable to review this very ambitious program in the light of available time, equipment and facilities, availability of competent teachers, pupil potential, and the results to be attained.

In several schools, the orchestral program has been relegated to the after-school hours, making attendance voluntary. No school had a licensed dance instructor, although one reported that it had an excellent after-school program run by a parent volunteer. Drama is an area that can and should be coordinated with other curriculum areas, yet no provision for teaching this as a separate topic or for coordinating the work with other areas seems to have been made. The materials, equipment, and facilities required for such a program are many and require special budgetary allotments and building adaptations.

The art program, which is in essence almost the same as that of the junior high school, seemed to be the best implemented program of all within the school day.

Typing

Respondents who taught typing were less critical of the quality and facilities in their subject area than were respondents who taught other subjects. The major concerns of typing teachers are related to programming and opportunities for more active cooperation with other curriculum area teachers. The question that needs to be resolved in programming typing is whether pupils benefit more by an intensive course concentrated in a few months or by one that is stretched out over several years. The question of coordination with other subjects is related to administrative problems of providing time for meetings and planning work.

Humanities

There were several problems reported in relation to the humanities curriculum. These were related to the availability of texts and materials, the nature and scope of the subject matter and its relevance for the pupil population, the suitability of the curriculum for sixth graders and for non-readers or low ability readers, and teacher preparation.

Both on the questionnaires and in personal interviews, teachers reported a need for more supporting materials, such as books, pictures, films, and so on. Since this is a new aspect of the curriculum, these materials are not as plentiful as they might be. However, a display of publications and other aids related to the humanities was presented at the Teacher Training Conference held April, 1969 in Tarrytown, New York. Furthermore, curriculum specialists in central offices prepared curriculum guides for each intermediate school grade level as they were needed and arranged for their dissemination. Providing such services within a school may be too time consuming, and in fact, did not occur during the first three years of the pilot program.

Attention needs to be given, also, to more teacher training and perhaps modification of the curriculum for sixth grade pupils and poor readers on all grade levels. A fuller understanding of the discussion aspects of the curriculum, combined with better teacher preparation and understanding of what is meant by the humanities seems to be required. As has been suggested in the discussion of staffing, a full license or an ancillary license in this area might help solve some of these problems. Furthermore considerations might be given to how the subject is to be presented, as a separate curriculum area, or, as suggested by many teachers, in conjunction with another curriculum area or several areas.

Guidance

It is noteworthy that, of all staff assigned to the pilot intermediate school with the exception of principals, the guidance counselors, in general, seemed to be the most highly qualified for their assignments. They were experienced as both teachers and counselors, held licenses in their field and had served in their schools since the beginning of the pilot program. While they were most enthusiastic about the intermediate school goals, they regretted the increases in pupil-counselor ratios that reduced their opportunities to serve all pupils as much as had been planned. They were concerned about being able to work with the same pupils over the full intermediate grade range at a consistent level of attention. In view of general response to the guidance program, it would seem desirable to review staff allotment policies in this respect and to make more widespread the policy of continuous service by one counselor over the three or four intermediate school years to the same pupils. The success of the program seems to have been due, in large part, to the assistance and training provided counselors by the Bureau of Educational and Vocational Guidance.

Recommendations

Before a determination is made as to the merits of the intermediate versus the junior high school, it is suggested that the intermediate school plan be fully implemented and allowed to operate for a full three or four-grade cycle. It is apparent that the past three years could scarcely be called normal or routine. Certain aspects of implementation should be given particular attention. These are listed below.

1. The pilot intermediate schools should have a special fund or budget to cover those needs that go beyond the usual junior high school allotments.

2. During the period of trial, the program should be centrally supervised and coordinated by a person at the assistant superintendent's level.

3. Central cooperation should extend to problems of curriculum adaptations and development, as has been the case for foreign language, humanities, and typing.

4. The range of grades to be included in the intermediate schools should be reviewed and a uniform system established.

5. In making the grade determinations, attention should be given to the role of the accelerated SP program.

6. Problems associated with inclusion of the sixth grade should be reviewed with a view to modification and revision of the plan, if necessary. For example, attention should be given to pupil orientation for intermediate school, extent of departmentalization, use of self-contained classrooms in major curriculum areas, adequacy of the curriculum, and the role of common branches teachers.

7. If the fifth grade is included, the same considerations should be made as are suggested for sixth grade pupils.

8. Organization and purpose of the subschools should be clarified and implemented.

9. A decision must be made as to whether chairmen or assistants-to-principal will supervise particular subject areas. If chairmen are to be responsible for subject areas, a sufficient number should be made available to do the job properly. Some consideration should be given, also, to whether assistants-to-principal are to supervise a subschool representing all grade levels or one grade level over the entire school.

10. Teacher training sessions should be planned at regular intervals in all curriculum areas, both locally and on a citywide basis. The role of a central coordinator is implied in this.

11. Provision should be made for continuous orienting of teachers to the philosophy of the pilot intermediate program as they are added to school staffs.

12. Allocations of positions should be consistent with the overall plan of the intermediate schools. For example, the guidance counselor ratio with pupils should be sustained throughout the intermediate school. Teacher positions should be sufficient to maintain the pupil-teacher ratio envisaged by the program.

13. A study should be made of the relationship between the length of the official school day, and what is planned for that time, and appropriate adaptations made.

14. Provide sufficient staff time so that meetings can be held on a regular basis for curriculum areas and coordination across curriculum areas. Provisions must be made also for participation in the Educational Planning Team.

15. The use of the Educational Planning Team should be explored further and opportunities provided for putting the idea into practice.

16. During the period of transition from one organization to another, problems related to split-feeder patterns will need to be considered and resolved. Adequate personnel to assist in this area should be provided.

17. Intermediate schools should be planned in new buildings or in those which can be properly modernized. Space must be provided for the large and small group instruction planned, for the activities of the creative and performing arts program, for adequate guidance and other special services.

18. In the light of current thinking in local communities, integration as a major goal of the pilot intermediate schools should be reexamined.

19. In view of contemporary concerns and the goals of the pilot program which include maintaining pupil motivation, improving the quality of human relations in the classroom, preparing all children for living in an urban society, and improving the child's self-concept, greater attempts should be made to encourage minority group members to teach and supervise in the pilot intermediate schools.

20. Greater attention needs to be given to the appropriateness of the pilot curriculum materials and flexibility of the program to provide for special groups of children: slow readers, non-English speaking children, the gifted, the artistically talented, etc.

21. It is suggested that a regular or ancillary license in teaching humanities be created.

22. Teachers of the dance and drama should be made available to the schools and appropriate licenses created, if needed.

23. Module planning should be reconsidered.

24. The application of the technique of cycles should receive further study and modification.

25. Arrangements should be made to provide every teacher at the beginning of the year with a list of the curriculum materials available in his subject area.

26. The plan for teaching foreign language to all pupils should be reconsidered and criteria for inclusion of pupils in such courses from the beginning should be established.

27. Articulation between elementary, intermediate, and high schools should be operative for continuity in foreign language study.

28. Flexibility, in the intermediate school program, although a desirable goal ideally, may have to be modified by practical considerations. Pupils transfer from one school to another within the city and, in their best interests, some uniformity may be required.

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APPENDIX

NEW CURRICULUM ACTIVITIES IN THE PILOT INTERMEDIATE SCHOOLS OF NEW YORK CITY

Virginia Z. Ehrlich and Kay C. Murray

NEW YORK CITY BOARD OF EDUCATION
Bureau of Educational Research

October 1969

Final Report

New York State Experimental and Innovative Programs
Article 73, Section 3602a, Subdivision 14 of the Education Law

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The Research Reported Herein was Supported by the New York State
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APPENDIX

NEW CURRICULUM ACTIVITIES IN THE PILOT INTERMEDIATE SCHOOLS OF NEW YORK CITY

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
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Virginia Z. Ehrlich and Kay C. Murray

October 1969

BOARD OF EDUCATION OF THE CITY OF NEW YORK

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J. Wayne Wrightstone, Assistant Superintendent

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Samuel D. McClelland, Acting Director
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Letter to Assistant Superintendent of Districts in which Experimental and Control Schools are located

Board Of Education Of The City Of New York
Bureau of Educational Research
110 Livingston Street
Brooklyn, N. Y. 11201

March 10, 1969

Dear

In planning the evaluation of the Pilot Intermediate School program, J.H.S. has been tentatively selected as a comparison school for I.S. . Selection was based on the following information:

	MAT Reading Grade Equivalent for 7th Grade (April, 1968)	Ethnic Census 10/31/67		
		P.R.	Negro	Other
I.S.				
J.H.S.				

On the basis of your familiarity with these two schools in your district, do you consider this to be a reasonable match?

We would greatly appreciate your advice in this pairing.

Sincerely yours,

J. Wayne Wrightstone
Assistant Superintendent

JWW:mr

Letter to Principals of Control Junior High Schools

Board of Education of The City of New York
Bureau of Educational Research
110 Livingston Street
Brooklyn, N. Y. 11201

March 26, 1969

Dear

Junior High School has been chosen for limited purposes of comparison with Intermediate School in the evaluation of the Pilot Intermediate Schools. Participation in the study would involve the following: assembling by the research staff of reading scores on a small sample of eighth grade pupils, and administration to a sample of 8th grade students of a questionnaire designed to provide data on pupil attitude.

The choice of your school as a comparison school has been discussed with and approved by the district superintendent involved.

We would greatly appreciate your cooperation in this limited aspect of the study.

Sincerely yours,

Samuel D. McClelland
Acting Director

Letter to Principals of Pilot Intermediate Schools Concerning the Curriculum Evaluation Team

April 11, 1969

The Bureau of Educational Research has been asked by the Superintendent of Schools to evaluate the Pilot Intermediate Schools. In connection with this activity, it will be necessary for a member of the Evaluation Team to visit your school and to call upon you from time to time for information.

The following persons are part of the evaluation team.

Dr. Virginia Z. Ehrlich, Project Director
40 Seventh Ave. South, New York, N. Y. 10014
Telephone: 989-5249

Mrs. Kay Murray, Research Assistant
Dr. Edward Frankel, Curriculum Evaluation
Mrs. Olga Spellman, Curriculum Evaluation
Professor Marshall Tyree, Curriculum Evaluation

Should you have any questions, please feel free to call the project director for clarification.

Your cooperation with this project will be deeply appreciated.

Sincerely yours,

J. Wayne Wrightstone

JWW:od

Letter to Principals of Pilot Intermediate Schools Concerning Curriculum Interview Guide

April 21, 1969

Attached you will find a copy of the"Interview Guide for Curriculum Evaluation," which will be filled out by a member of our Curriculum Evaluation Team, Dr. Edward Frankel, when he visits your school. He will make an appointment with you for a convenient date. The guide is being forwarded to you in advance so that you can glance through it and gather any information you feel may be needed during the interview. It may also help you in planning to have on hand any personnel that may be of assistance during the interview visit.

Please note that these are guideline questions, which may or may not be relevant to your school and situation. Dr. Frankel will, of course, select those areas he feels are most appropriate for discussion.

Please do not fill in this questionnaire. The responses requested are to be filled in by the interviewer, and not personnel in the school visited.

Your cooperation in this project is gratefully appreciated.

Sincerely yours,

Virginia Z. Ehrlich, Project Director
Evaluation of Pilot
Intermediate Schools
40 Seventh Avenue Sout
New York, N. Y. 10014

Enc.

VZE:od

Letter Requesting Organization Sheets

Board Of Education Of The City Of New York
Bureau Of Educational Research
Brooklyn, N. Y. 11201

April 24, 1969

TO PRINCIPALS OF PILOT INTERMEDIATE AND JUNIOR HIGH SCHOOLS

As indicated in an earlier letter, the Superintendent of Schools has asked the Bureau of Educational Research to evaluate the Pilot Intermediate Schools. If yours is a Junior High School, it has been selected as a comparison school for a Pilot Intermediate School.

As part of the evaluation, it will be necessary for us to have records of the organization of the schools since September, 1966. Would you, therefore, send to us three copies each of your organization sheets for the following dates:
September, 1966
February, 1967
September, 1967
February, 1968
September, 1968
February, 1969

A note explaining the symbols used and identifying classes, tracks, sub-schools special classes (i.e. music - major, vocal, instrumental), etc., would be most helpful to us in planning our work.

We would also appreciate it if you were to mark on the February, 1969 sheet all eighth grade classes according to ability levels, if they are so organized in your school. Please place a U before the upper ability groups, an M before the middle range groups, and an L before the lower ability levels. Please identify CRMD classes and N-E classes as well. If there is a 9th grade SP, please mark it on the organization sheet. Any other information which will make clear to us the characteristics of these eighth grade classes should be included. It will then be possible for us to plan the collection of data from your school with a minimum of inconvenience to you.

We are most grateful to you for your cooperation in this project.

Sincerely yours,

Virginia Z. Ehrlich, Project Director

VZE:od

Letter to Members of Principals' Advisory Committee on I.S. Evaluation

Board Of Education Of The City Of New York
Bureau of Educational Research
110 Livingston Street
Brooklyn, N.Y. 11201

May 2, 1969

Attached is a list of items on how students feel about school.

Would you put a cross(X) next to those you find objectionable. If you care to comment also, please do so right next to the item.

Students are asked to indicate how they feel about each item on a five-point scale:

SA = Strongly Agree
A = Agree
U = Uncertain
D = Disagree
SD = Strongly Disgree

Responses are marked on a separate answer sheet of the MRC or IBM type.

It is necessary to have both positive and negative statements to overcome the tendency of students to mark answers all in one direction.

I would appreciate your returning these sheets to me as soon as possible.

Thank you for your help.

Sincerely yours,

Virginia Z. Ehrlich, Project Director
Evaluation of Pilot Intermediate Schools
40 Seventh Avenue South
New York, New York 10014

VZE:od

Letter Requesting Class Lists from
Principals of Junior High Schools

May 6, 1969

In connection with our evaluation of the Pilot Intermediate Schools, it is necessary that we obtain information on the schools attended by all participating eighth grade students from 1966 to the present. This includes both IS and JHS pupils.

We are enclosing class record sheets for your school. Would you have official teachers of the eighth grade and of 9 SP classes fill in the information requested on these sheets, simply by asking the pupils themselves during the home room period. Please ask teachers, also, to include information about absentees, which is available on their record cards. Please note that there is a separate sheet for boys and girls.

We have enclosed for your convenience a set of instruction sheets which may be given to each teacher to facilitate matters. It requires a date and your signature of approval.

May we have this information by May 15th? We are most grateful for your cooperation.

Sincerely yours,

(Dr.) Virginia Z. Ehrlich, Project Director
Evaluation of Pilot Intermediate Schools
40 Seventh Avenue South
New York, New York 10014

VZE:od

Enc.

INSTRUCTIONS TO TEACHERS

During the home room period of your official class, please fill in pupils' names on the attached sheet, and ask the pupils for the information on their previous school attendance.

List boys and girls on separate sheets - green for boys and white for girls.

Return these completed sheets to the office of the principal by May 12.

Thank you.

Approved:______________________
Principal

Notice of Test Administration and Briefing Session for Proctors

June 3, 1969

To: All Principals of Pilot Intermediate Schools
and Control Junior High Schools

From: J. Wayne Wrightstone, Assistant Superintendent

Re: Evaluation of the Pilot Intermediate Schools

The Bureau of Educational Research is about to complete the gathering of data for the evaluation of the pilot Intermediate Schools. As a final step it will be necessary to administer brief tests to selected pupils in both the intermediate schools and the junior high schools. From 100 to 150 pupils will be tested, preferably in small groups of 30 to 40, in two sessions, each lasting about 45 minutes to one hour.

Since there is very little time left in the current year, we would appreciate your assistance in administering these tests during the week of June 11th to June 17th.

On June 9th, there will be a briefing session for proctors of these tests. Would you send a representative from your school, preferably a guidance counselor, to this meeting, who will be responsible for administering these tests and training any other personnel required.

The meeting will be held at 1:30 P.M. at the office of the Project Director, Dr. Virginia Z. Ehrlich
40 Seventh Avenue South
New York, N. Y. 10014 Tel: 989-5249

Instructions for reaching that office are enclosed.

Your cooperation with this project is greatly appreciated.

Notice of Schedule for Test Administration

June 6, 1969

To: All Principals of Junior High Schools
and Pilot Intermediate Schools

From: Dr. J. Wayne Wrightstone, Assistant Superintendent

Re: Evaluation of Pilot Intermediate Schools

In conjunction with our scheduled testing in your school during the week of June 11 to 17, please be advised that test booklets and answer sheets should be arriving during the week of June 9 to 13. There will be separate packages for the two types of tests to be administered. Complete information will be given to your representative at the briefing session to be held on June 9, announced in our memorandum of June 3rd.

Please note that all test booklets, as well as answer sheets, must be returned to this office, Room 730, as promptly as possible. Please use first class mail for the answer sheets, to speed delivery of the materials.

The Bureau of Educational Research regrets any inconvenience this program may cause you. Unfortunately, we must meet a State established deadline, and results must be processed before the end of June.

I am most grateful for your continued cooperation with this project.

If you have any questions, please call the Project Director,
Dr. Virginia Z. Ehrlich
40 Seventh Avenue South
New York, N. Y. 10014 Telephone: 989-5249

Memo of Appreciation for Participation in the Evaluation

June 23, 1969

To: Principals, Assistants-to-Principal, Chairmen, Guidance Counselors, Teachers, and Other Personnel

From: The Bureau of Educational Research
Dr. J. Wayne Wrightstone, Assistant Superintendent
Dr. Samuel D. McClelland, Acting Director

The Bureau of Educational Research wishes to thank the Principal, Assistants-to-Principal, Guidance Counselors, Teachers and Other Personnel of this school for the extraordinary cooperation provided us in the current evaluation of the Pilot Intermediate Schools. The research evaluation team is especially grateful for your patience and generous responses to the requests made under the exceptional time pressures involved.

We thank you.

Research Evaluation Team:
Dr. Virginia Z. Ehrlich, Project Director
Mrs. Kay Murray, Research Assistant
Professor Marshall Tyree, Curriculum Consultant
Professor Edward Frankel, Curriculum Consultant
Mrs. Olga Spelman, Curriculum Consultant

* PLEASE POST *

Bureau of Educational Research
Evaluation of Pilot Intermediate Schools
Dr. Virginia Z. Ehrlich, Project Director

Instructions for Administering Scale "How I Feel About School"

This test should be administered in small groups of from 30 to 40 pupils. If larger groups cannot be avoided, there must be a proctor for each set of 30 pupils. (A list of pupils to be tested will be provided.)

Plan seating arrangements so that pupils will have ample space for their test booklet and answer sheet.

Supply each pupil with a sharpened #2 pencil. The desk surface should be clear of all other pens, pencils, books, papers, etc.

When all pupils are seated and settled, begin by making them feel at ease.

1. Say to the pupils:

   This is not a regular test with right or wrong answers. We just want to know how you feel about something, and any answer you give will be the right answer.

2. Distribute answer sheets, and test booklets. Keep test booklets face down.

3. Give instructions for filling out headings. (Please note that we are using a standard answer sheet which is being adapted for this purpose.)

   Say to pupils:

   a. Hold the answer sheet so that the word "School" is at the left. (Show them.)

   b. This answer sheet was used for another test, and some headings do not apply to you. Do not make any marks anywhere on this sheet until you have heard the special instructions.

   c. Next to the word "School", write the number of this school. (Tell them both the number and code letter for the borough, i.e. 220K)

   d. Cross out the word "City". Write your own name in that space.

   e. Cross out the word "Instructor", and write your date of birth in that space. Give the month, day, and year.

   f. Write your official class number next to the word "Grade".

   g. Leave the space next to "Test" blank.

h. Now, in the boxes where it says "Your Last Name" and "Your First Name," print your name.
DO NOT BLACKEN THE LETTER BOXES FOR YOUR NAME.

i. Now, turn the answer sheet so that you can read the test numbers. (Reassure pupils by adding: You are going to fill out only about half of this sheet.)

Proctor continues, saying:

Look at your test booklet. The statements on this test are about school. You may agree with some of the statements and you may disagree with some. You may feel very strongly about some of the statements. You may strongly agree or strongly disagree with some. You are to answer according to how you feel about each statement. Whatever you say will be the right answer. There are no wrong answers.

Remember, your teachers and your school will not see these papers. This is your opportunity to tell just how you really feel.

(At this point, put on the blackboard a sample of the answer sheet item, as follows:

	1	2	3	4	5
1	☐	☐	☐	☐	☐

Use this sample, and point to it as you read the following instructions.)

For each statement, you are to choose the answer that tells whether you Agree or Disagree with the statement, or whether Strongly Agree or Strongly Disagree with it. Every now and then, you may not be sure of how you feel, and then you will choose the "Not Sure" alternative. But usually, you will know whether you agree or disagree with the statement and you will be able to say whether you Strongly Agree or Strongly Disagree.

Let us look at Number 1 together. It says: "School is fun most of the time." How do you feel about school? If you "Strongly Disagree", blacken the space under the number 1 next to question number 1.* (Show them on the blackboard.) If you Disagree, but not too strongly, blacken the space under the number 2, on the same line. (Show them.) If you're Not Sure, blacken the space under the number 3 on the same line. (Point to it.) If you Agree, blacken the space under the number 4. (Show this on blackboard.) And if you Strongly Agree, blacken the space under the number 5. (Show this on the blackboard.) You are to mark only one space in each line next to the question number, depending on how you feel about the statement.

Do not skip any lines.

Do not mark the test booklet.

---

*Erase each blackened space as you proceed to the next alternative.

Notice that when you finish number 5, you are to go back to the top of the next column. Be sure to match the statement number with the number on the answer sheet.

Work quickly, but carefully. Begin now. You will have plenty of time to finish. If you have a question or cannot read a word, raise your hand and I (someone) will help you. (Go to the pupil's desk to answer questions. Do not engage the entire group in a question answering session.)

Notes to Examiner:

a. Do not explain the meaning of words used in the items.

b. You may read a question for a child, with proper emphasis, to help him understand.

c. Advise children who are left-handed to place their booklets on the right and answer sheets to the left.

d. Be sure to circulate around the room to make sure that pupils are not marking the test booklets, and are marking the answer sheets correctly and in proper order.

e. As you circulate around the room, make sure that headings are complete.

f. All must finish. Urge those who are slow to work a little faster.

g. Collect all answer sheets. Then collect all test booklets. Keep answer sheets and test booklets in separate envelopes.

URGENT: Return all tests and answer sheets promptly to:

Mrs. Kay Murray
Bureau of Educational Research
110 Livingston Street
Brooklyn, N. Y. 11201
Room 730

PN 22-622 6:69:4000

HOW I FEEL ABOUT SCHOOL*

Virginia Z. Ehrlich, Research Associate
Bureau of Educational Research
Board of Education of the City of New York

DO NOT MARK THIS BOOKLET

1. School is fun most of the time.
   1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

2. I like most of my school subjects.
   1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

3. I often feel like crying in school.
   1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

4. We should have more time for lunch.
   1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

5. I don't have many friends in school.
   1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

6. I am sometimes afraid in school.
   1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

7. We have plenty of free time to do whatever we like in school.
   1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

8. My school is clean.
   1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

9. School is a nice place to be in all day.
   1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

10. I like to read.
   1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

---

*Copyright, 1968, Virginia Z. Ehrlich

HOW I FEEL ABOUT SCHOOL (Page 2)

DO NOT MARK THIS BOOKLET

11. The subjects we are studying are interesting.
    1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

12. I feel sick in school most of the time.
    1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

13. I like most of my classmates.
    1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

14. I feel happy about school.
    1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

15. There isn't much sense in learning what they teach us in this school.
    1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

16. We have to work too hard in this school.
    1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

17. Going to school is the most important thing that you can do.
    1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

18. The books we have to read in school are not interesting.
    1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

19. It is fun to learn.
    1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

20. I don't pay attention in class.
    1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

21. This school looks messy.
    1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

22. Children do not fight in this school.
    1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

23. I get lonely for school on week-ends.
    1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

24. Most of the time I hate learning.
    1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

25. Going to school is a waste of time.
    1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

HOW I FEEL ABOUT SCHOOL (Page 3)

DO NOT MARK THIS BOOKLET

26. The boys and girls in this school are good.
1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

27. We do not have enough time to play outdoors in this school.
1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

28. The school day should be longer.
1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

29. Most school work is interesting.
1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

30. I try to learn because I want to be something when I grow up.
1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

31. We have a nice lunchroom in this school.
1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

32. School is awful.
1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

33. You have to sit still too much in school.
1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

34. I wish that school would last forever.
1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

35. I want to learn as much as I can.
1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

36. This school is too noisy.
1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

37. I often feel sad in school.
1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

38. I learn new things every day in school.
1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

39. This year is the best school year I have ever had.
1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

40. We spend too much time on subjects I don't like.
1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

HOW I FEEL ABOUT SCHOOL (Page 4)

DO NOT MARK THIS BOOKLET

41. The school day is too long.
    1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

42. I like the food they serve in our lunchroom.
    1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

43. We do not have enough free periods in this school.
    1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

44. I learn a lot in school.
    1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

45. Most school subjects are hard to learn.
    1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

46. I understand most of what is going on in school.
    1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

47. I get blamed when somebody else does something wrong in class.
    1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

48. You don't learn anything important in school.
    1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

49. I feel good in school.
    1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

50. I am afraid that I will not be promoted.
    1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

51. I get tired in school.
    1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

52. I like to get up on mornings when I have to go to school.
    1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

53. I don't like most of the children in my class this year.
    1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

54. I try to learn because I want to be smart when I grow up.
    1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

55. This is a dirty school building.
    1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

HOW I FEEL ABOUT SCHOOL (Page 5)

DO NOT MARK THIS BOOKLET

56. I have many friends in school.
    1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

57. I am lonely in school.
    1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

58. The things I am learning now are not useful.
    1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

59. There should be no such thing as school.
    1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

60. I usually behave in school.
    1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

61. I have to rush too much at lunch time.
    1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

62. School is wonderful.
    1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

63. We have to repeat things too many times in school.
    1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

64. I get into lots of fights with the other children.
    1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

65. Most of the things we do in school are interesting.
    1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

66. I am proud of my school.
    1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

67. There are many things to like in school.
    1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

68. We do not get enough time to talk to our friends in school.
    1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

69. I wish I could have gone to a different school this year.
    1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

70. My best friends think that studying is a waste of time.
    1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

HOW I FEEL ABOUT SCHOOL (Page 6)

DO NOT MARK THIS BOOKLET

71. I usually spend my free time with friends from this school.
    1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

72. I go home alone after school.
    1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

73. I usually do my homework.
    1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

74. I had more friends when I was in elementary school.
    1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

75. I feel that my teachers are satisfied with my work in most of my school subjects.
    1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

76. I am generally happy in this school.
    1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

77. My work has improved since I came to this school.
    1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

78. I feel that I will not be prepared to do the work of senior high school when I leave this school.
    1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

79. I think I would be able to do work at the college level if I were to go there.
    1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

80. I think I can become "somebody" when I leave school.
    1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

81. I feel that I am an important person to the people who matter to me.
    1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

82. There is no one in this school that I can go to for help.
    1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

83. I think there are teachers and counselors in this school who really care about what happens to me.
    1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

84. I am generally well liked by my classmates.
    1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

85. I think I am doing well in most of my school subjects.
    1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

HOW I FEEL ABOUT SCHOOL (Page 7)

DO NOT MARK THIS BOOKLET

86. My health has improved since I came to this school.
    1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

87. My parents (or guardians) are not satisfied with my work in school.
    1. Strongly Agree 2. Agree 3. Not Sure 4. Disagree 5. Strongly Disagree

88. I usually stay out of trouble in school.
    1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

89. My parents (or guardians) are satisfied with my behavior in school.
    1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

90. I am well liked by most of my teachers.
    1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

Bureau of Educational Research
Evaluation of Pilot Intermediate Schools
Dr. Virginia Z. Ehrlich, Project Director

Instructions for Administering Semantic Differential Scales

The tests known as Semantic Differential Scales include these topics:

My Classmates in (Subject Area)
Studying (Subject Area)

Each test takes under five minutes to complete. There are several tests on each answer sheet.

Junior High School pupils will take tests on:

A. Answer Sheet (Printed in purple)
  1. Studying Mathematics
  2. Studying Science

B. Answer Sheet (Printed in brown)
  3. Studying English
  4. Studying Social Studies

Intermediate School pupils will take tests on the above four areas and:

C. Answer Sheet (Printed in magenta)
  5. Studying Typing
  6. Studying Humanities
  7. Studying Music

D. Answer Sheet (Printed in green)
  8. Studying Foreign Language
  9. Studying Art
  10. Guidance

E. Answer Sheet (Printed in red)
  11. My Classmates in Typing
  12. My Classmates in Humanities
  13. My Classmates in Music

F. Answer Sheet (Printed in blue)
  14. My Classmates in Foreign Language
  15. My Classmates in Art

The purpose of the different colors is to facilitate supervision and administration of the tests, since there are slightly different instructions for each set.

Administering The Semantic Differential Scales

1. When pupils are seated, check to see that all pupils have a number 2 pencil. Instruct them to use only that pencil. All other papers, pens, pencils, books, etc. are to be removed from desk surfaces.

2. Distribute the answer sheet for "Studying English and Studying Social Studies" (printed in brown).

Filling in the Headings

Have children fill out the headings, as follows:

SAY:

1. Turn the answer sheet so that the space for your name appears in the upper left hand corner. (Show them.)
2. Print your last name, then your first name.
3. Leave the "Code" line blank.
4. Write in today's date.
5. Write the number and borough of this school. (Tell them the number and borough code, i.e., 19 X. Use code letter only.)
6. Next to the word "Grade," write your official class.
7. Leave the "Class Code" line blank.
8. Write your date of birth.
9. Check boy or girl.
10. Now look at the side of the sheet. (Show them.)
11. Blacken the space next to boy or girl.
12. In the section marked Borough and School (Show them), blacken the space next to the---- (Give them the appropriate borough code), and in the boxes under the word school, blacken the ----, in the first column, the ---- in the second column, and the ---- in the third column. Use your school's number, using "0" for the first column for schools identified with two digits; i.e., JHS 94 would be 0 9 4.
13. Do not mark any other section on this side.
14. Now turn the answer sheet so that you can read the names of the tests. Blacken the space next to the name, "Studying English", and in the next test, next to the name, "Studying Social Studies." (Show them the spaces to be marked.)

Instructions to Junior High School Proctors

Since you will have to administer only 4 tests on two answer sheets, it may be desirable for you to plan a single testing session to include both the "How I Feel About School" scale and these brief semantic differential scales. If this is done, plan for a testing session that will last about 80 to 90 minutes. Plan also to give the pupils a brief rest period between administration of the semantic differential scales and the longer "How I Feel About School" scale. If this procedure is followed, be sure to administer the Semantic Differential Scales first.

When all have finished, place the second set of answer sheets in a separate envelope, and mail all three sets of answer sheets:

1. "How I Feel About School"
2. "Studying English and Studying Social Science"
3. "Studying Mathematics and Studying Science"

to the following address by first class mail.

Mrs. Kay Murray
Bureau of Educational Research
110 Livingston Street
Brooklyn, N. Y. 11201

Room 730

All test booklets are to be returned also, but may be sent at Book Rate, marked Educational Materials.

Instructions for Administering the Test.

Before continuing, put a sample item on the blackboard, as follows:

good ☐ ☐ ☐ ☐ ☐ ☐ ☐ bad

Say to Pupils:

Now look at the test items.

On each of these tests, you are asked to tell how you feel about different topics. On this sheet you are asked to tell how you feel about Studying English and how you feel about Studying Social Science.

On your papers you will see pairs of opposite words, separated by 7 answer spaces, just as I have put on the blackboard. For example, the first pair under Studying English is good - bad. Now, if you feel that studying English is very, very good, you will blacken the space nearest to the word "good." (Point to the blackboard.) If you feel that studying English is very, very bad, you will blacken the space nearest to the word "bad." (Show this on the blackboard.) You may blacken any one of the seven spaces between the two words, (run your hand across from "good" to "bad" on the blackboard) depending on how strongly you feel about "Studying English." You may feel good, but not very good about studying English, and then you will mark a space that is not so near to the word "good." Or you may feel bad, but not very bad, about studying English, so you will mark a space that is near, but not nearest, to the word "bad." Blacken only one space, anywhere between the opposite words, that tells how you feel.

Do the same thing for each of the other pairs of words.

When you finish the set for Studying English, you do not need to wait. You may go on to the next test, Studying Social Science, and mark the spaces in the same way.

Remember to blacken only one space between the word pairs.

Work quickly, but carefully. Do not skip any question.

Note to Proctors:

1. Circulate around the room and check to see that pupils have filled in headings and are marking the blanks correctly.

2. Make sure that they answer every question, making only one mark per line. Each "test" should have 7 marks, one for each line.

3. Avoid interpreting the meanings of words. If asked, merely repeat: "How do you feel about ----? Good or bad? Very good or very bad?" Do not re-phrase or substitute words, as this will invalidate the scales.

After pupils have finished the first answer sheet, collect the sheets, place them in a separate envelope, and then distribute the next one on "Studying Mathematics and Studying Science."

Follow the same procedure as before for filling out headings. Be careful to remind them to fill in the blanks next to the test titles. Remind children that they are to answer the questions in the same way as they did for Studying English and Studying Social Science. Let them go on from there.

At this point, be especially careful to check how they have filled in the headings, the blanks near the test titles, and that they have marked only one response for each pair of words.

Collect these answer sheets (Studying Mathematics and Studying Science), and place in separate envelope.

Now distribute the answer sheets for these two sets of tests:

1. (Printed in magenta)
   Studying Typing
   Studying Humanities
   Studying Music
2. (Printed in red)
   My classmates in Typing
   My Classmates in Humanities
   My Classmates in Music

Repeat the instructions for headings and side data, step by step, as given on page 2, for each answer sheet. Be sure to include instructions for filling in the blanks next to the test names. When pupils have completed the headings for both answer sheets, Proctor says:

Now look at both answer sheets. On the side, next to the tests on Music, there are questions about the music courses you have had. Blacken the space next to each kind of music course you have had since you came to this intermediate school. If you have had vocal music, blacken the space next to vocal music. If you have had Instrumental Music, blacken that space. Students who have had Major Music will blacken that space also. If you have had any other music course in this school, blacken that space. And, if you have had no music course since you came to this intermediate school, mark the space next to none. Do this on both answer sheets, and then you may begin to answer the questions in the same way as before.

Note to Proctors:

Continue to check how pupils fill in headings and mark the special section on music. As they proceed through the answer sheets, they may omit an item. All data requested must be filled in.

Collect each answer sheet separately, and place in envelopes, one for "Classmates" and one for "Studying ----."

Then distribute the last pair of answer sheets.

1. (Printed in green)
   Studying Foreign Language
   Studying Art
2. (Printed in green)
   My Classmates in Foreign Language
   My Classmates in Art

Repeat the instructions for headings and side data, step by step, as given on page 2, for each answer sheet. Be sure they fill in blanks next to test names. When pupils have completed the headings for both answer sheets,

Proctor says:

Now look at both answer sheets. On the side, next to the tests for foreign language, you are asked what foreign language you have studied. Blacken only one space, the one next to the foreign language you are studying this year in this intermediate school. If you are not studying any foreign language here, mark the box next to None.

Fill in the answers to these tests in the same way. You may work through until you finish all the tests on both answer sheets.

Notes to Proctor:

When pupils finish, collect each answer sheet separately, and place in proper envelope.

You should have 6 envelopes, one for each set of answer sheets.

Be sure that you have the same number of answer sheets in each envelope.

Seal envelopes, and mail promptly by first class mail, to:

Mrs. Kay Murray, Room 730
Bureau of Educational Research, 110 Livingston St., Bklyn, N.Y.
11201

SCHOOL

Bor

M X K Q R

BOY
GIRL

CODE NO

CLASS

Level

Grade

BOARD. OF EDUCATION OF THE CITY OF NEW YORK - Bureau of Educational Research

Name: ______ LAST ______ FIRST ______ Code No.: ______

School: ______ Grade: ______ Class: ______

Date of Birth: ______ MO ______ DAY ______ YEAR

Today's Date: ______ MO ______ DAY ______ YEAR

Boy ☐ Girl ☐

N STUDYING ENGLISH

good	☐	☐	☐	☐	☐	☐	☐	bad
awful	☐	☐	☐	☐	☐	☐	☐	nice
important	☐	☐	☐	☐	☐	☐	☐	unimporta
useful	☐	☐	☐	☐	☐	☐	☐	useless
hate	☐	☐	☐	☐	☐	☐	☐	love
hard	☐	☐	☐	☐	☐	☐	☐	easy
interesting	☐	☐	☐	☐	☐	☐	☐	boring

O STUDYING SOCIAL STUDIES

good	☐	☐	☐	☐	☐	☐	☐	bad
awful	☐	☐	☐	☐	☐	☐	☐	nice
important	☐	☐	☐	☐	☐	☐	☐	unimporta
useful	☐	☐	☐	☐	☐	☐	☐	useless
hate	☐	☐	☐	☐	☐	☐	☐	love
hard	☐	☐	☐	☐	☐	☐	☐	easy
interesting	☐	☐	☐	☐	☐	☐	☐	boring

OPTICAL SCANNING FORMS(R) OPTICAL SCANNING CORPORATION,

Date of Birth : ____ MO DAY YEAR

Today's Date ____ MO DAY YEAR

Boy ☐ Girl ☐

SCHOOL

BoR

BOY

GIRL

CODE No

CLASS

LEVEL

GROUP

L	STUDYING MATHEMATICS							☐
good	☐	☐	☐	☐	☐	☐	☐	bad
awful	☐	☐	☐	☐	☐	☐	☐	nice
important	☐	☐	☐	☐	☐	☐	☐	unimportan
useful	☐	☐	☐	☐	☐	☐	☐	useless
hate	☐	☐	☐	☐	☐	☐	☐	love
hard	☐	☐	☐	☐	☐	☐	☐	easy
interesting	☐	☐	☐	☐	☐	☐	☐	boring
M.	STUDYING SCIENCE							☐
good	☐	☐	☐	☐	☐	☐	☐	bad
awful	☐	☐	☐	☐	☐	☐	☐	nice
important	☐	☐	☐	☐	☐	☐	☐	unimportan
useful	☐	☐	☐	☐	☐	☐	☐	useless
hate	☐	☐	☐	☐	☐	☐	☐	love
hard	☐	☐	☐	☐	☐	☐	☐	easy
interesting	☐	☐	☐	☐	☐	☐	☐	boring

OPTICAL SCANNING FORMS OPTICAL SCANNING CORPORATION

PN 22-622

Board of Education of The City of New York
Bureau of Educational Research
110 Livingston Street
Brooklyn, N.Y. 11201

May 8, 1969

To: Principals of the Fourteen Pilot Intermediate Schools

From: Dr. Samuel D. McClelland, Acting Director

Re: Evaluation of the Pilot Intermediate Schools

In letters of April 11th and 24th from Dr. Wrightstone and Dr. Ehrlich you were notified that the Bureau of Educational Research is conducting an evaluation of the pilot Intermediate Schools. The first phase of the study, the evaluation of curriculum by members of the Evaluation Team is already underway.

In the second phase of the study we wish to collect data describing the present status of the 14 pilot schools. As part of this phase we are requesting each principal to complete the enclosed School Status Survey form and return it by May 21st to

Mrs. Kay C. Murray, Research Assistant
Bureau of Educational Research
110 Livingston Street, Room 732
Brooklyn, New York 11201

Questions which you have concerning the School Status Survey should be directed to Mrs. Murray 596-6144.

Your continued cooperation with this project is greatly appreciated.

P.N. 22-622

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL RESEARCH
110 Livingston Street
Brooklyn, N.Y. 11201

Evaluation of The Pilot Intermediate Schools
School Status Survey For Principals

Please supply the following information:

Principal's name____ Date___________

I.S.________ Borough____________________ Year school was built__________

Year school was modernized or converted to I.S.________ In what year were you first appointed as a principal?_____________ What was your first year as principal in this school?__________ What other supervisory positions have you held?____

How many years did you serve as a classroom teacher?________ At what grade levels?____

School Status Survey

The following is a questionnaire which surveys various aspects of your school as it is at present. Its purpose is to determine the extent to which your school has been achieving the objectives of the I.S. program and also to pinpoint the problems or obstacles interfering with the execution of the program. The present status school survey will provide a useful frame of reference in our evaluative efforts.

Next to each item listed below, please write the number of individuals or facilities you have in each category and the number you feel you should have to achieve the objectives of the I.S. program. If you wish, you may add a comment or explanation for the item in the column headed "Comment". If an item is missing, please add it under "Other".

I. Staffing and Personnel	Number in your school	Number you should have	Comment
1. Assts. to Principal			
2. Dept. Chairman			
3. Deans			
4. Guidance Counselors			
5. Classroom teachers			
6. Remedial teachers			
7. Teachers for non-Eng. speaking pupils			
8. Teachers of CRMD			
9. Speech teacher			
10. Health counselor			
11. Audio-visual teacher			
12. Librarian			
13. Laboratory Specialist or Technician			
14. Psychologist			
15. Psychiatrist			

Staffing and Personnel	Number in your School	Number you should have	Comment
16. Social Worker	_____	_____	____________________
17. School Nurse	_____	_____	____________________
18. Medical Doctor	_____	_____	____________________
19. Dentist	_____	_____	____________________
20. Attendance Teacher	_____	_____	____________________
21. School Comm. Coord/ Hum. Rel. Coord.	_____	_____	____________________
22. School Secretary	_____	_____	____________________
23. Dietician	_____	_____	____________________
24. Cafeteria staff	_____	_____	____________________
25. Custodial Engineer	_____	_____	____________________
26. Paraprofessionals	_____	_____	____________________
27. Parent volunteers	_____	_____	____________________
Others a	_____	_____	____________________
b	_____	_____	____________________
c	_____	_____	____________________

Do you have any suggestions with respect to staffing for next year?

Yes_____ No_____ If yes, please explain.

II **Facilities**	Number in your school	Number you should have	Comment
1. Classrooms (general)			
2. Science demonstration rooms and laboratories			
3. Science preparation rooms			
4. Language laboratories			
5. Vocal Music room			
6. Orchestral Music room			
7. Art rooms			
8. Home economics rooms			
9. Shops: wood and ceramics			
metal and electric			
graphic arts and crafts			
11. Typing rooms			
12. Special facilities performing arts: dance			
drama			
13. Gymnasium			
14. Auditorium			
15. Library			
16. Playground			
17. Lunchroom			
18. Audio Visual Room			
19. Remedial Room			
20. Science preparation room			

Facilities (cont'd).	Number in your school	Number you should have	Comment
21. Team teaching center	____	____	____________________
22. Conference rooms	____	____	____________________
23. Guidance offices	____	____	____________________
24. Administrative offices	____	____	____________________
25. Teachers' cafeteria or lunchroom	____	____	____________________
26. Teachers' rest room or lounges	____	____	____________________
27. Teachers' workroom	____	____	____________________
28. Medical office	____	____	____________________
29. Custodian's office	____	____	____________________
30. Special facilities for teacher aides	____	____	____________________
31. After School Center	____	____	____________________
32. Others (e.g., photography room, security room, special mathematics facilities)	____	____	____________________

Do you have any suggestions with respect to facilities for next year?

Yes_____ No_____ If yes, please explain.

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III. Organization (in terms of achieving the objectives of the I.S. program)
The stated objectives of the Intermediate School program are as follows:

A. To cultivate the abilities and encourage the self fulfillment of students.

B. To maintain pupil motivation by providing courses that are consistent with the pupil's ability, aptitude and needs.

C. To achieve better ethnic distribution in the intermediate grades.

D. To improve the quality of human relations among students by providing them with ethnicallyintegrated schools and to improve pupil attitude especially in relation to self image and in relation to other pupils of different ethnic, racial, religious or social groups.

E. To improve academic achievement in relation to the rate of academic growth normally found among educationally deprived children in grades 5 through 8.

1. The pilot curriculum, initiated in September 1966, is now in its third year of operation. Which of the objectives do you think your school has been able to realize thus far? Which should be regarded as long range objectives requiring one or two additional years for realization?

2. Which objectives do you consider it impossible to implement in your school regardless of time? Please explain.

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3. In which areas of your school's operation has implementation of the pilot intermediate school program been poorest or least complete?

4. Indicate in rank order, the factors which handicap your school in achieving the objectives of the I.S. project.

   1.

   2.

   3.

   4.

   5.

5. The organization of a school affects the implementation of the pilot objectives. Please answer briefly the following questions concerning aspects of your present school organization. Indicate changes you would make, if you could, or other comments.

   a. On what basis are children assigned to classes? (Is there a difference between classes in "skill" subjects and all other classes?)

b. In which subject areas and at what grade levels is there departmentalization?

c. Is your school divided into subschools? Yes_____ No_____.
If yes, explain on what basis and how the subschools operate.

d. What provisions are there for team teaching? Team planning?
Intradepartmental? Interdepartmental?

Comment:

IV. Curriculum

On the next page there appears a list of the subject areas for which there is a newly prepared curriculum or program for the Intermediate Schools. In the appropriate column, answer the questions which follow these instructions. (Substitute "guidance counselor" for "teacher" when answering questions which refer to guidance). Use the COMMENTS space for additional explanations..

Column I - Is this curriculum being used at the present time? Yes or No. If not, please indicate reason under COMMENTS.

Column II - In what grade(s) is the new curriculum being used? 5, 6, 7, 8.

Column III - Do you have a sufficient number of teachers/counselors adequately prepared for using the task force materials? Yes or No

Column IV - Do you have the special equipment and supplies needed to implement the curriculum? Yes, No, None Required.

Column V - Approximately how many of your teachers/counselors had the in-service training geared toward implementing the new curriculum? All, Most, Half, Few, None. Please explain under COMMENTS.

Column VI - Are your teachers/counselors generally enthusiastic about the new curriculum? Yes or No

Column VII - Do you think this curriculum is suitable for the population attending your school? Yes or No

Subject Areas	I	II	III	IV	V	VI	VII	COMMENTS
1. Guidance								
2. Mathematics								
3. Lang. Arts								
4. Science								
5. Social Studies								
6. Foreign Lang.								
7. Typing								
8. Humanities								
9. Family Living								
10. Health Ed.								
11. Art								
12. Music								
13. Drama								
14. Dance								

Are there any special difficulties which you are having with the curriculum not provided for in the preceding section? Yes____ No____
If yes, please explain.

V. Integration and Desegregation

Before responding to this section of the school survey, it is important to note that "integration" and "desegregation" are being defined differently and treated separately.

Desegregation (for schools) refers to racial and ethnic make-up of the present school enrollment.

Integration refers to the process whereby children, teachers, and school personnel live (communicate, eat, play, work, achieve) harmoniously and productively in groups irrespective of racial, cultural, class or ethnic differences.

A. Desegregation

1. Are the following curricular activities organized so that children from various ethnic and racial groups have opportunities to be together?

Playground	Yes___ No___	Gymnasium	Yes___ No___
Auditorium	Yes___ No___	Lunchroom	Yes___ No___
Music room	Yes___ No___	Art room	Yes___ No___
Classroom	Yes___ No___	Ind. art room	Yes___ No___
Others			

2. Please write in the figures (numbers) for the ethnic composition of school personnel and others involved in the school

	Puerto Rican	Negro	Other	Total
Assistant Principals	_____	_____	_____	_____
Teachers	_____	_____	_____	_____
Guidance Counselors	_____	_____	_____	_____
Other specialists	_____	_____	_____	_____
Paraprofessionals	_____	_____	_____	_____
Volunteers	_____	_____	_____	_____
Clerical staff	_____	_____	_____	_____
Custodial staff	_____	_____	_____	_____
Lunchroom staff	_____	_____	_____	_____
Local School Board	_____	_____	_____	_____
Parents involved in the school	_____	_____	_____	_____
Students in leadership positions (G.O., class officers, etc.)	_____	_____	_____	_____
Others________________	_____	_____	_____	_____

B. Integration

1. Is integration used as a basis for assigning children to classes?
Yes_____ No_____ Please explain.

2. To what extent do your textbooks and other curricular materials reflect the major racial, ethnic and cultural groups in New York City? Very well_____ Fairly well_____ To a limited extent_____ Not at all_____

3. To what extent has the school created learning situations which foster integration among children?

	Very well	Fairly well	To a limited extent	Not at all
1. Within homerooms	____	____	____	____
2. Within subject classes	____	____	____	____
3. Within lunchrooms	____	____	____	____
4. Within art room	____	____	____	____
5. Within music room	____	____	____	____
6. Assembly programs	____	____	____	____
7. Student organization	____	____	____	____
8. Others____________ (Specify)	____	____	____	____

Comment:

4. What does the school do to encourage parent activities which would include various racial and ethnic groups?

VI. Parental Activities

Please indicate whether you have the following in your school:

Parent Association
Yes_____ No_____ If yes, how many members, and what is the average attendance?

Parent Workshop
Yes_____ No_____ If yes, how many and what types of activities?

Parents as paraprofessionals
Yes_____ No_____ If yes, in what capacities?

Parents as volunteers
Yes_____ No_____ If yes, how are they used?

VII. Relations with the Community

Do administrative provisions exist for communication between the school and civic organizations? Yes_____ No_____
If yes, describe

To what extent have the civic organizations concerned themselves with school problems?
Very well_____ Fairly well_____ To a limited extent_____ Not at all_____

Comment:

VIII. Workshops

Indicate which workshops on the pilot I.S. curriculum you attended in person. Rate each workshop which you attended.

	Attended in person		Rating				
	Yes	No	Excellent	Good	Fair	Poor	Worthless
1. Brandeis H.S. (May and June 1966)	___	___	___	___	___	___	___
2. Workshops at each I.S. (Aug. 29-31, 1966)	___	___	___	___	___	___	___
3. G. Westinghouse V.H.S. (Aug.26-30, 1968)	___	___	___	___	___	___	___
4. New Paltz, N.Y. (Sept. 13-15, 1968)	___	___	___	___	___	___	___
5. Tarrytown, N.Y. (April 11-13, 1969)	___	___	___	___	___	___	___
6. Other ___________ (Specify)	___	___	___	___	___	___	___

Comments:

IX. Suspensions

For each year of the pilot program, list the number of principal's and district superintendent's suspensions from your school.

Grade	1966-1967		1967-1968		1968-April 30, 1969	
	Principal's	Supt's.	Principal's	Supt's.	Principal's	Supt's.
6	___	___	___	___	___	___
7	___	___	___	___	___	___
8	___	___	___	___	___	___

Comments:

X.

Members of the I.S. Principals Evaluation Committee have suggested that we investigate the less tangible areas of the I.S. organization. The following questions touch on some of these areas, and we invite you to comment freely on each:

1. How do you feel about the general philosophy and goals of the pilot intermediate schools?

   Favorable_____ Unfavorable_____ Undecided_____

   Please comment:

2. Do you think all children should be taught foreign language in sixth grade? At other grade levels?

   Please explain your answer.

3. Do you think Humanities is a subject area that is suitable for children of all ability levels? For sixth grade children?

4. If you have had experience as a principal or teacher in a regular junior high school, which organization do you prefer?

J.H.S._____ I.S._____

Please explain.

5. Should 6th grade children attend the same school with 7th and 8th graders? Yes_____ No_____
Please give your reasons.

6. Do you have sufficient opportunity to share experiences and discuss problems with other I.S. principals? Have you any suggestions?

7. Do you have sufficient assistance from central headquarters and your district office? What is the nature of assistance you receive or would like to receive?

10. Do you feel that all sectors of the parent community support the goals of the I.S. program? What are some of their reactions and what groups do they represent?

Additional Comments:

5/8/69
KCM:af

PN 22-622

Board of Education of The City of New York
Bureau of Educational Research
110 Livingston Street
Brooklyn, N. Y. 11201

June 13, 1969

To: All Assistants to Principal of the
Fourteen Pilot Intermediate Schools

From: Dr. Samuel D. McClelland, Acting Director

Re: Evaluation of the Pilot Intermediate Schools

In letters of April 11th, April 24th and May 14th from Drs. Wrightstone, Ehrlich and McClelland, your principal was notified that the Bureau of Educational Research is conducting an evaluation of the pilot Intermediate Schools. The first phase of the study, the evaluation of curriculum by members of the Evaluation, is already underway.

In the second phase of the study we wish to collect data describing the present status of the 14 pilot schools. As part of this phase, we are requesting each assistant to principal to complete the enclosed form and return it by June 23rd to

Mrs. Kay C. Murray, Research Assistant
Bureau of Educational Research
110 Livingston Street, Room 732
Brooklyn, New York 11201

Questions which you have concerning the questionnaire for assistants to principal should be directed to Mrs. Murray, 596-6144.

Your continued cooperation with this project is greatly appreciated.

P.N. 22-622

Board of Education of the City of New York
Bureau of Educational Research
110 Livingston Street
Brooklyn, N. Y. 11201

Evaluation of the Pilot Intermediate Schools
Questionnaire for Assistants to Principal

This questionnaire is to be completed by the Assistants to Principal only. Its purpose is to evaluate the experience of Assistants to Principal with the grades, subjects and other areas which they supervise in the pilot I.S. program.

Please supply the following information:

School: I.S.________Borough______________Male______Female_______Date____________

Are you a licensed A.P.?_____or Acting A.P.?_____ List the grade(s), subject(s) and or other responsibilities which you presently supervise____________________

____

____

How many teachers do you presently supervise? _____________In what year were you first appointed as an A.P.? _________ What was your first year as A. P. in this school?____________List other supervisory positions you have held:_____________

____

____

Indicate the length of service in each subject and/or grade you served in your three most recent assignments as a classroom teacher (permanent substitute or regular license)

____
License Grades and/or subjects Semesters of service

____
License Grades and/or subjects Semesters of service

____
License Grades and/or subjects Semesters of service

I. Organization of the Grade Which You Supervise

A. Subschools

The following is the statement made by the Board of Education regarding the grouping of children within the Pilot Intermediate Schools:

Pupils should be assigned to each sub-school from as many primary feeder schools as possible. Pupils who belong to any one sub-school should be in grades 5 or 6 through 8 and represent the entire gamut of age, ability and talent. These pupils should be further divided into four blocks of approximately equal numbers of children.

1. To what extent does the sub-school which you supervise conform to the pattern proposed by the Board of Education?

   Very well____ Fairly well____ To a limited extent____ Not at all____

   How does it differ from this pattern?

2. Are any changes contemplated for 1969-70 in the organization of the sub-school for the grade(s) or subject(s) which you supervise?
   Yes____ No____ If yes, please explain.

B. Which type of school organization do you prefer? J.H.S.____ I.S.____
Please explain your preference.

C. Ability Grouping

1. Listed on the next page are subjects taught in the pilot Intermediate Schools. On the line beside the grade(s) which you supervise, indicate the kind of ability grouping which exists in each subject. Use

   (H) for homogeneous groupings;

   (E) for heterogeneous grouping and

   (C) for a combination of both homogeneous and heterogeneous grouping.

   If some other type of ability grouping is used on the grade you supervise, please describe under Comments.

C.1 Ability Grouping (Cont"d.).

Subjects

Grade	Lang. Arts	Math	Science	Soc. Studies	For. Lang.	Human-ities	Typing	Health Educa.	Fam. Living	Music	Art	Dance	Drama	Other
5th														
6th														
7th														
8th														

Comment

2. Are you satisfied with the grouping plan now in operation? Yes____ No____ Are there changes you would like to see made?

3. Estimate the percent of the school day spent by a typical student in the grade or subject(s) you supervise in classes that are

(H)______%   (E)______%   (C)______%

(H)______%   (E)______%   (C)______%

4. What grade(s) and/or subject(s) will you supervise in 1969-70?

5. Are there any changes contemplated for 1969-70 in groupings for the grade or subject(s) which you will supervise? Yes____ No____ If yes, please explain.

6. Dou agree with the contemplated changes? Yes____ No____ Please explain.

D. Team Teaching

1. Listed below are subjects taught in the pilot Intermediate Schools. First write in the grade which you supervise. For each grade which you supervise, place and X under each subject for which there is team teaching. If there are teams, write in the number of teams and the number of teachers on each team. Use the space under Comments for further explanation, if needed.

Grade:__________

Subjects

	Lang. Arts	Math	Science	Soc. Studies	For. Lang.	Human-ities	Typing	Health Educa.	Fam. Living	Music	Art	Dance	Drama	Other
Team Teachers														
No. of Teams														
No. on Team														

Comment

Grade:__________

Subjects

	Lang. Arts	Math	Science	Soc. Studies	For. Lang.	Human-ities	Typing	Health Educa.	Fam. Living	Music	Art	Dance	Drama	Other
Team Teachers														
No. of Teams														
No. on Team														

Comment

2. On what basis are teaching teams selected?

3. Do you feel that you have provided and can continue to provide a competent staff for the grade(s) or subject(s) you supervise? Explain briefly.

E. Parents

1. To what extent have parents of children in the grade you supervise been actively involved in matters relating to the school program, curriculum,etc.?
   Very well_____ Fairly well_______ To a limited extent______ Not at all_____

2. Describe the nature of parental involvement by listing types of school related activities in which parents engage.

3. Are there plans for involving the parents of children in the grade you supervise to a greater extent in the 1969-1970 school year? Yes___ No___
   If yes, please describe.

4. Do parents associated with your school comprehend the goals of the I.S. curriculum and organization? Yes___ No___ Are they generally favorably or unfavorably disposed toward your school? Favorable____ Unfavorable_____
   Please explain.

II. Integration

A. Is the ethnic composition of the grade or subject classes which you supervise about the same as that of the other grades in the school? Yes__ No__
   If no, in what respects does it differ?

B. Has there been much change since the beginning of the pilot I.S. program in 1966-67 in the ethnic composition of the grade or subject classes which you supervise? If yes, please explain.

III. Realization of the pilot I.S. objectives

The stated objectives of the Intermediate School program are as follows:

1) To cultivate the abilities and encourage the self fulfillment of students.

2) To maintain pupil motivation by providing courses that are consistent with the pupil's ability, aptitude and needs.

3) To achieve better ethnic distribution in the intermediate grades.

4) To improve the quality of human relations among students by providing them with ethnically integrated schools and to improve pupil attitude especially in relation to self image and in relation to other pupils of different ethnic, racial, religious or social groups.

5) To improve academic achievement in relation to the rate of academic growth normally found among educationally deprived children in grades 5 through 8.

A. Indicate in rank order, the factors which you feel handicap the school in achieving the objectives of the I.S. program.

1.

2.

3.

4.

5.

B. Are these realistic objectives? Yes____ No____
Do you agree with these objectives as goals for teaching the population in your school? Yes____ No____
Please explain.

IV. Workshops

Indicate which workshops on the pilot I.S. curriculum you attended in person. Rate each workshop which you attended.

	Attended in person		Rating				
	As A.P.	As teacher	Excellent	Good	Fair	Poor	Worthless
1. Brandeis H.S. (May and June 1966)							
2. Workshops at each I.S. (Aug. 29-31,1966)							
3. G. Westinghouse V.H.S. (Aug. 26-30,1968)							
4. New Paltz, N.Y. (Sept. 13-15,1968)							
5. Tarrytown, N.Y. (April 11-13,1969)							
6. Other ________ (Specify)							

Comments:

V. Articulation

Questions 1, 2, 3, 4 and 5 are to be answered by Assistants to Principal who supervise Grade 6. Questions 6 and 7 are to be answered by Assistants to Principal who supervise Grade 8.

Grade 6

1. What problems have been created by transferring sixth grade pupils from an elementary school to an intermediate school with respect to:

   (a) Pupils

   (b) Teachers and Administrators

   (c) Parents

   (d) Others

2. Do you feel that sixth grade pupils should be retained in the I.S.?
Yes___ No___ Please explain.

3. Are sixth grade pupils able to cope with all areas of the curriculum prescribed for them? Yes___ No___ If not, please explain.

4. Do you feel that all pupils should be taught foreign language throughout the I.S. grades? Yes___ No___ If not, please explain.

5. Are there problems in articulation with the feeder elementary schools attributable to your school being a pilot intermediate school rather than a traditional junior high school? Yes___ No___
If yes, please explain.

6. Grade 8

How many of the eighth grade students who are currently in your school will be attending specialized high schools?

	Number of Children		
High School	Negro	P.R.	Other
___	___	___	___
___	___	___	___
___	___	___	___
___	___	___	___
___	___	___	___

7. Are there problems in articulation with senior high schools attributable to the pilot intermediate school program? Yes______ No_____
If yes, please explain.

Additional Comments

PN 22-622

Board of Education of The City of New York
Bureau of Educational Research
110 Livingston Street
Brooklyn, N. Y. 11201

June 16, 1969

To: All Guidance Counselors of the
Fourteen Pilot Intermediate Schools

From: Dr. Samuel D. McClelland, Acting Director

Re: Evaluation of the Pilot Intermediate Schools

The administrators of your school and district have been notified that the Bureau of Educational Research is conducting an evaluation of the pilot Intermediate Schools. The first phase of the study, the evaluation of curriculum by members of the Evaluation Team, has been completed. Some of you are currently involved in the second phase of the study, the administration of inventories to a sample of eighth grade students.

In addition, we are collecting data which describe the status of the 14 pilot schools. As part of this phase, we are requesting each guidance counselor to complete the enclosed form and return it by June 23rd to:

Mrs. Kay C. Murray, Research Assistant
Bureau of Educational Research
110 Livingston Street, Room 732
Brooklyn, New York 11201

Questions which you have concerning the questionnaire for guidance counselors should be directed to Mrs. Murray, 596-6144.

Your continued cooperation with this project is greatly appreciated.

P. N. 22-622

Board of Education of the City of New York
Bureau of Educational Research
110 Livingston Street
Brooklyn, New York 11201

Evaluation of the Pilot Intermediate Schools
Questionnaire for Guidance Counselors

A separate questionnaire should be completed by each guidance counselor in the school. Please insert a page if additional space is needed for comments.

Please supply the following information:

School: I.S.________ Borough__________ Male____________ -

Date____

Are you a licensed guidance counselor?___ Are you an acting guidance co.

If you are not a licensed guidance counselor, what license(s) do you have?________

____

____

For which grade(s) are you presently guidance counselor?

Grade 5_____ Grade 6 _____ Grade 7_____ Grade 8_____ Grade 9_____

In what year were you first appointed as a guidance counselor? _________

What was your first year as a guidance counselor in this school? ________

Do you plan to continue to serve as a guidance counselor in this school next year? Yes___ No___ Undecided___ If yes, for which grade(s)? _________

Indicate the length of service, subject and/or grade(s) you taught in your most recent assignment as a classroom teacher.

Year	Semesters of service	Grade and/or subjects

Counselors Questionnaire 2

I. Overall Program

A. Case Load

1. Total number of children for whom you are responsible ______________
2. Number of classes for which you are responsible ________________

B. Individual Interviews

1. Number of children you have seen 1 to 3 times_______
2. Number of children you have seen 4 to 10 times_______
3. Number of children you have seen more than 10 times_____
4. Number of children you have not seen at all_______

II. Group Work

A. Developmental Counseling

1. Number of groups you have met with_______
2. Number of times you have seen each group:

   1 to 5 times_______ 6 to 10 times_______ More than 10 times___

3.

Size of group	Number of groups of each size
5-10 students	_________
10-15 students	_________
Other____________ (Specify)	_________

4.

Basis for selection	Number of groups in each category
½ official or subject class (boys and girls mixed)	__________
½ official or subject class (boys and girls separate)	___________
Other (specify)	___________

B. Small Group Counseling

1. Number of groups you have met with__________

2. Number of times you have seen each group:

1 to 5 times____ 6 to 10 times_____ More than 10 times_______

3. Size of group	Number of groups of each size
5-10 students	__________
10-15 students	__________
Other__________ (Specify)	__________

4. Basis for selection	Number of groups in each category
Common problem	__________
Other	__________

C. Large Groups

	Frequency of Occurrence		
	Often	Seldom	Never
1. Assembly programs	___	___	___
2. Group guidance for one or more classes	___	___	___
3. Other (specify)	___	___	___

III. Physical Condition of Group Work

A. Meeting Place	Developmental	Small Group	Large Group
1. Guidance Office	________	________	________
2. Same classroom each week	________	________	________
3. "Floating" room	________	________	________
4. Auditorium	________	________	________
5. Other (specify)	________	________	________

B. Types of Problems Encountered in Room Arrangements	Frequency of Occurrence	
	Occasionally	Never
1. Locating keys for locked rooms	_______	____
2. Fixed seating	_______	____
3. Room too small	_______	____
4. Assigned room unavailable	_______	____
5. Other (specify)	_______	____

IV. Scheduling of Groups

A. Program arrangements were made primarily by:

1. Administrator ______
2. Department head _____
3. Counselor______
4. Grade Advisor_______
5. Other ____________ __
   Specify

B. Classes from Which Groups Were Usually Taken:

1. Humanities __________
2. Social Studies_______
3. Language Arts ___ ___
4. Dance or Drama ______
5. Family Living ________
6. Typing _____
7. Art ________
8. Music ______
9. Other ______________
   Specify

C. Need to Skip Scheduled Sessions Due To:	Frequency of Occurrence Often	 Seldom
1. Program changes in school	_____	______
2. Teachers' resistance	_____	______
3. Testing program	_____	______
4. Lack of space	_____	______
5. Other (specify)	_____	______

V. Qualitative Outcomes of the Pilot I.S. Guidance Program (Outcomes resulting from):

A. Developmental Group Counseling	Compared with traditional J.H.S. guidance program Less	 Same	 More
1. Opportunity for counselors to know more pupils	____	____	____
2. Self-referrals by parents	____	____	____
3. Self-referrals by children	____	____	____
4. Understanding by counselors of the developmental needs of the age group	____	____	____
5. Understanding by children of the guidance program	____	____	____

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	Compared with traditional J.H.S. guidance program		
	Less	Same	More
6. Opportunity to observe the individual's behavior in the group	____	____	____
7. Opportunity to observe peer reactions to individual children	____	____	____
8. Other (specify)	____	____	____

B. The Overall Program

1. Involvement by teachers in guidance approaches and philosophy	____	____	____
2. Communication and feedback between teacher and counselor	____	____	____
3. Counselor serving as a resource person	____	____	____
4. Counselor working with individual children	____	____	____
5. Liason with community agencies	____	____	____
6. Liaison with special school services:			
a. BGC team	____	____	____
b. Nurse	____	____	____
c. Special remedial teachers	____	____	____
d. Attendance Coordinator	____	____	____
e. Dean	____	____	____
f. Other (specify)	____	____	____
7. Other (specify)	____	____	____

VI. The Counselor Consults with:	Average Number of Hours Per Week			
	None	1-2 hrs.	3-4 hrs.	More than 4 hrs.
A. Principal	____	____	____	____
B. Assistant Principals	____	____	____	____
C. Deans	____	____	____	____
D. Supervisor of Guidance	____	____	____	____
E. Classroom teachers	____	____	____	____
F. Nurse	____	____	____	____

	Average Number of Hours Per Week			
	None	1-2 hrs.	3-4 hrs.	More than 4 hrs.
G. Attendance teacher				
H. Reading teacher				
I. Speech teacher				
J. District Guidance Coord.				
K. Court- liaison coordinator				
L. BCG team				
M. Outside agencies				
N. Parents				
O. Other (specify)				

VII. Parents

A. What is the approximate percentage of parents (of children assigned to you) you have interviewed?
One-quarter___ One-half___ Three-fourths___ All___

B. Do you feel that parents become more interested in the intellectual development, emotional growth, and health needs of their children as a result of the pilot Intermediate School approach to guidance? Yes___ No___
Please explain.

C. In general, how would you describe the attitude of the students assigned to you and their parents toward the school?

	Excellent	Good	Fair	Poor	Very poor	Comment
Students						
Parents						

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VIII. Miscellany

A. Do you feel that 6th grade pupils should be retained in the Intermediate School___, or in the Elementary School___? Please explain.

B. Have you been able to service the same pupils continuously from the 6th grade through the 8th grade? Yes___ No___.

1. If yes, do you find this a satisfactory procedure? Please explain.

2. If not, are you satisfied with the present arrangement?

C. If you have been in this school since 1966, has the nature of your guidance services changed since then? Please explain.

D. In your opinion, is your role as a guidance counselor in your present schooldifferent from what it would be in a traditional junior high school? Yes___ No___ Please explain.

E. Do you prefer the guidance program in the pilot Intermediate School___, or the traditional junior high school___? Please explain.

IX. - Workshops

Indicate which workshops on the pilot I.S. curriculum you attended.
Rate each workshop which you attended.

	Attended		Rating				
	Yes	No	Excellent	Good	Fair	Poor	Worthless
1. Brandeis H.S. (May and June 1966)	___	___	___	___	___	___	___
2. Workshops at each I.S. (Aug.29-31,1966)	___	___	___	___	___	___	___
3. G. Westinghouse V.H.S. (Aug.26-30, 1968)	___	___	___	___	___	___	___
4. New Paltz, N. Y. (Sept..13-15, 1968)	___	___	___	___	___	___	___
5. Tarrytown, N. Y. (April 11-13, 1969)	___	___	___	___	___	___	___
6. Other ____________ (Specify)	___	___	___	___	___	___	___

Comments

X. Have you attended other in-service training sessions? Yes___ No___
If yes, please describe.

Additional Comments:

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P.N. 22-622

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL RESEARCH

June 20, 1969

MEMORANDUM

TO: All Teachers in Pilot Intermediate Schools

FROM: Dr. Samuel D. McClelland, Acting Director

SUBJECT: Evaluation of the Pilot Intermediate Schools

The administrators of your school and district have been notified that the Bureau of Educational Research is conducting an evaluation of the pilot Intermediate Schools.

Investigation of one of the most critical areas of the study of the Intermediate Schools, that is, the reactions of teachers, has had to be postponed until this late date. Since this is a major aspect of the evaluation requested by the State, it is most urgent that we have your responses on several matters. The questionnaire is not as lengthy as it might appear, since there are separate sections for teachers of specific subjects. Please complete the attached questionnaire and return it in the enclosed stamped return envelope as promptly as possible to:

Mrs. Kay C. Murray, Research Assistant
Bureau of Educational Research
110 Livingston Street, Room 732
Brooklyn, New York 11201

Questions which you have concerning the questionnaire should be directed to Mrs. Murray at 596-6144.

Your cooperation in the several aspects of the evaluation of the Intermediate Schools is greatly appreciated.

SDMcC:ACP
Enc.

P.N. 22-622

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL RESEARCH

EVALUATION OF THE PILOT INTERMEDIATE SCHOOLS QUESTIONNAIRE FOR TEACHERS

SECTION I - GENERAL INFORMATION

This section of the questionnaire is to be completed by all teachers.

Please supply the following information:

I.S. ______ Borough __________________ Male ____ Female ____ Date ________

Highest educational degree: Bachelor's ___ Master's ___ Doctorate ___

Grade(s) and subject(s) which you are presently teaching ________________________

____

Licenses you hold (Indicate whether regular or substitute, specify instrumental or vocal music, art, etc.) ____________________________________

____

____

No. of years you have taught ____ No. of years you have taught in this school ____

Do you plan to teach in this school next year? Yes ___ No ___ Undecided ___
If no, please explain, if possible.

____

____

____

____

____

____

1. Do you agree with the major goals of the Intermediate School curriculum in your subject area? Yes ___ No ___

   If "no," in what respect do you disagree?

   ____

   ____

   ____

   ____

   ____

   ____

2. The Intermediate School curriculum materials provided for your subject area are:

   excellent ____ good ____ fair ____ poor ____

3. Have you adequate facilities for implementing the curriculum in your area? Yes ___ No ___

   If "no," please indicate what facilities need improvement.

   ____

   ____

   ____

   ____

   ____

   ____

4. Which form of school organization do you prefer? I.S.(grades 5 or 6, 7, 8) ____ or J.H.S.(grades 7, 8, 9) ____

5. Is the curriculum prescribed for your subject area relevant to the pupil population in your school? Yes ___ No ___

   Please comment: (i.e., Did you make any adaptations?)

   ____

   ____

   ____

   ____

   ____

6. For each of the following instructional arrangements indicate the extent of use and effectiveness in your subject area this year.

	Used often and effectively	Used often but ineffectively	Used occasionally and effectively	Used occasionally but ineffectively	Never or Hardly Ever Used
Cluster teaching					
Team teaching					
Small-group instructions					
Individualized instruction					

Comment:

7. Do you favor homogeneous ____ or heterogeneous ____ ability grouping in classes for your curriculum area?

8. Do you feel that you have adequate opportunities for meeting with your subject area colleagues to plan your work? Yes ___ No ___

How often do you meet with them?

Weekly ___ Monthly ___ Irregularly ___ Not at all ___ Other ___

9. Indicate which workshops on the pilot I.S. curriculum you attended, and, rate each.

	Attended		Rating			
	Yes	No	Excellent	Good	Fair	Poor
1. Brandeis H.S. (May and June 1966)	___	___	___	___	___	___
2. Workshops at each I.S. (Aug. 29-31, 1966)	___	___	___	___	___	___
3. G. Westinghouse V.H.S. (Aug. 26-30, 1968)	___	___	___	___	___	___
4. New Paltz, N.Y. (Sept. 13-15, 1968)	___	___	___	___	___	___
5. Tarrytown, N.Y. (April 11-13, 1969)	___	___	___	___	___	___
6. Others a.__________	___	___	___	___	___	___
b.__________	___	___	___	___	___	___
c.__________	___	___	___	___	___	___

Comments: ____

____

____

____

____

____

10. A major purpose of the I.S. was to bring about greater understanding and integration among ethnic groups. From your observations both in class and in informal school situations, to what extent do you think pupils "socialize" with children of other ethnic groups?

If you think that this question is not applicable to your teaching situation, please check here. ____

Continued on next page.

10. (Continued)

Situation	Not at all	To a very limited extent	To some extent	To a great extent	Comments
In Class	___	___	___	___	___
Lunchroom	___	___	___	___	___
Playground	___	___	___	___	___
Approaches to School	___	___	___	___	___
School Trips	___	___	___	___	___
Corridors	___	___	___	___	___
After-School Activities	___	___	___	___	___

SECTION II

This section is to be completed by teachers of Typing only.

TYPING:

1. Approximate number of semester hours you took in typing as undergraduate____

2. What experience have you had to prepare you for teaching typing?____________
____

3. At what grade level do you think instruction in typewriting should be given?
Circle your reply: Kg 1 2 3 4 5 6 7 8 9 10 11 12

4. The objectives of the new curriculum in typewriting include (a) development of skills and interest in typewriting, and (b) providing assistance in the other school subjects.

   In your opinion, does the early start on skill development, in fact, provide assistance in other school subjects? Yes____ No____
   If yes, indicate below how:

5. Does the eighth grade curriculum make provision for pupils to use typing classes to prepare reports and assignments for other subject areas?
Yes____ No____

6. Do students have after-school opportunities to practice typing?
Yes____ No____

7. Do you get parental reactions to the course? None____ Seldom____ Often____
Are the reactions Positive____ Negative____ Other______

8. Do you have easy access to an adequate supply of instructions materials and supplies? Yes____ No____

9. Is there a typing station for each pupil in your class? Yes____ No____

SECTION III

This section is to be completed by teachers of Foreign Languages only.

FOREIGN LANGUAGE:

1. Should foreign language be taught to all pupils in the Intermediate School?
   Yes_____ No_____

   If "no", please answer the following:
   a) Foreign language should be taught at these grade levels:

      grade 5_____
      grade 6_____
      grade 7_____
      grade 8_____
      grade 9_____

   b) Foreign language should be taught only to pupils who are:

      In Special Progress or Advanced Classes _____
      Readers on grade or above _____
      Interested in language, regardless of ability _____

      Other (specify) ____

2. Should the Humanities curriculum be considered a part of the foreign language program? Yes______ No _____
   Comments:

3. Intermediate School pupils should study foreign language: (Select one choice) and check the grade(s):

   a. For one year, in grade 6___, grade 7___, or grade 8____.
   b. For two years, in grades 6-7____, or grades 7-8____.

4. Do you have access to the following foreign language materials:
   a. Task Force Bulletin #13 Foreign Languages in the Pilot Intermediate Schools: Grades 5 and 6 - 9/66 Yes_____ No _____

   b. Task Force Bulletin #15 Student Text- Italian - 9/66 Yes____ No ____

	French	Spanish	Italian
c. New York City Foreign Language Program for Secondary Schools (Levels 1-4 or 5)	_____	_____	_____
d. An Audio-Lingual Guide for the Second Year of Foreign Language Instruction in the Pilot Intermediate Schools 8/67 (mimeo)	_____	_____	_____
e. An Audio-Lingual Guide for Grade Eight in the Pilot Intermediate Schools 8/68 (mimeo)	_____	_____	not available

SECTION IV

This section is to be completed by teachers of Humanities only.

HUMANITIES:

1. At what grade levels should the Humanities be taught?

   grade 5 _____
   grade 6 _____
   grade 7 _____
   grade 8 _____
   None _____

2 Should the Humanities be taught as a separate curriculum area?
Yes_____ No_____

If "no", in conjunction with which curriculum area (s) should it be taught?

Foreign Language _____
Social Studies _____
Art and Music _____
Language Arts _____
Other (specifi) _____

3. Do you feel that you are prepared, by training and experience, to teach the Humanities curriculum? Yes__ __ No__ __

Please explain:

4. Do ypu have access to the Humanities curriculum materials?
Task Force Bulletin #10 (The Humanities for Intermediate Schools with Resource Units: Grades Five and Six) Yes_______ No_______

Grade 6: Introducing the Humanities: Resource Units (1.Man...Cultural Heritage and 2. Man...Express Himself) 9/67 Yes____ No______

Grade 7: Resource Units (1.Man Has a Need to Succeed and 2. Man... System of Values) 9/68

Grade 8: Resource Units (1. Man Makes the City, etc. and 2. Man Responds, etc.) 9/68

SECTION V

This section is to be completed by teachers of Creative and Performing Arts Only.

CREATIVE & PERFORMING ARTS:

1. Is "cycling" (10 week periods devoted to each area) used in your school? Yes_____ No_____.

   If yes, are you satisfied with this procedure? Yes_____ No_____

   Please explain.

2. Should all pupils be given instrumental music? Yes_____ No_____

   If no, which pupils should be included for instrumental music?

   The talented only______
   By pupils' choice ______
   Other (specify)______________________________

   At what grade levels should instrumental music be introduced?

   grade 5______
   grade 6______
   grade 7______
   grade 8______

3. Do you feel that there is sufficient time in the school day for teaching subjects, such as music, art, dance and drama, as envisioned in the pilot Intermediate School curriculum?

   Yes_____ No _____

4. Does the inclusion of the Creative and Performing Arts Intermediate School curriculum affect teaching of other subject areas?

   Yes_____ No _____

   Please explain your answer.

P.N. 22-622

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL RESEARCH
110 Livingston Street, Brooklyn, New York 11201

Evaluation of Pilot Intermediate Schools
Interview Guide for Curriculum Evaluation

Basic Data: First Visit

Consultant:______________________________________

School_________________________ Date of Visit_____________

Personnel Interviewed (Title or Position)____________________________

Classes observed (Indicate whether homogeneous or heterogeneous grouping)

Other facilities observed:

CURRICULUM MATERIALS

1. Are the Task Force Bulletins and supplements used in each subject area? If so, what use is made of them?

2. What other curriculum materials are being used, e.g., junior high school materials, programmed materials, etc.?

3. Are there adequate supplies of textbooks, equipment, instruments, and other instructional materials needed for each subject area?

SUPERVISION.

1. What is the nature of the supervision? (Headquarters, district, within the school by generalists, i. e., Assistant to Principal, or specialists in the subject area.)

2. What problems of supervision of curriculum implementation exist?

3. What are the problems of programming in carrying out the curriculum plans?

SUB-SCHOOLS

1. Is this school organized into sub-schools? How many are there?

2. On what basis are children assigned to sub-schools?

3. Is the curriculum uniform across sub-schools? If not, in what respects does it differ?

SERVICE TO THE COMMUNITY

What evidence is there of planning for pupil service to the community? As a general school activity? In connection with a particular curriculum area?

GROUPING

1. Are there IGC, SP, and SPE classes?

2. How is the curriculum in various areas adapted for special groups, i.e., intellectually gifted, artistically talented, retarded readers, CRMD, etc.?

3. Do teachers have specific training for teaching the special groups assigned to them?

4. In which curriculum areas is there large group instruction? Small group instruction?

5. Is there provision for pupils to progress at their own rates within curriculum areas? If so, in which areas is this done and how is it carried out?

FLEXIBILITY

1. What specific adaptations have been made in the curricula to meet the needs of pupils in this school?

2. How does the philosophy of flexibility in programming and curriculum content affect the articulation with the elementary and senior high schools?

DESCRIPTION OF THE PROGRAM

Please indicate below the amount of instruction given in each subject area. Comment on variations in programming.

ART:

	Grade		
	6	7	8
Length of class period	___	___	___
Number of periods per week	___	___	___
Number of weeks per year	___	___	___

Comments:

DESCRIPTION OF THE PROGRAM (Cont.)

MUSIC:

	Grade			Comments:
	6	7	8	
Length of class period	___	___	___	
Number of periods per week	___	___	___	
Number of weeks per year	___	___	___	

FOREIGN LANGUAGES:

	Grade			Comments:
	6	7	8	
Length of class period	___	___	___	
Number of periods per week	___	___	___	
Number of weeks per year	___	___	___	

GUIDANCE:

	Grade			Comments:
	6	7	8	
Length of class period	___	___	___	
Number of periods per week	___	___	___	
Number of weeks per year	___	___	___	

HUMANITIES:

	Grade			Comments:
	6	7	8	
Length of class period	___	___	___	
Number of periods per week	___	___	___	
Number of weeks per year	___	___	___	

DESCRIPTION OF THE PROGRAM (Cont.)

TYPING:

	Grade			Comments:
	6	7	8	
Length of class period				
Number of periods per week				
Number of weeks per year				

GOALS

1. Are the goals specified in the Task Force Bulletins the same as the instructional goals of the curriculum of this school? (See Task Force Bulletin goals listed for each subject with interview guides for three-visit schools.) How realistic are the goals of each program? Are they being achieved?

Creative and Performing Art(Particularly music and art)

Foreign Languages

Guidance

Humanities

Typing

2. Is the programming adequate to achieve the goals of each curriculum area?

COORDINATION OF CURRICULUM AREAS

1. Do teachers and supervisors perceive a need for interdepartmental meetings? If so, in what subject areas?

2. Do such meetings actually take place? Are they regularly scheduled? How frequently?

3. What is the nature of the meetings?

4. How does programming affect teacher availability for conferences with colleagues in their own subject areas as well as those with whom they are expected to coordinate their work?

PROGRAMMING

1. Is the curriculum for the sixth grade departmentalized?
2. In those areas that are not departmentalized for the sixth grade, what adaptations of the IS curriculum have been made?

DISCIPLINE

Are there noticeable differences in pupil behavior in different subject areas? Can such differences be attributed to the nature of the curriculum?

ATTITUDES

1. Do supervisors and teachers express any preference for the IS curriculum in their own areas if they have previously taught in the junior high or elementary school? If so, what reasons are given for their preferences?

2. Do teachers feel prepared to teach their curriculum areas in the context of the IS philosophy?

3. Do teachers accept the roles implied by specific curriculum areas, i. e., humanities, typing, foreign language, etc.?

4. Are supervisors and teachers satisfied with the age ranges and abilities of pupils they must teach in terms of the content of the curriculum?

5. Does the administration accept the goals of the IS curriculum? What reasons do they give for rejecting any particular ones?

6. Does the administration consider these goals attainable for the pupil population?

COMMENTS:

P.N.22-622

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL RESEARCH
110 Livingston Street, Brooklyn, New York 11201

Evaluation of Pilot Intermediate Schools
Interview Guide for Curriculum Evaluation: Foreign Language

Consultant:_______________________________

School:__________________ Date of Visit:________________

Personnel Interviewed (Title or Position)_____________________________

Classes observed (Indicate whether homogeneous or heterogeneous):____________

Other facilities observed____

GENERAL INFORMATION

Note: In observing this program in action, it will be necessary to visit classes of the sixth grade, taught under the initial Task Force program, and classes typical of the two tracks.

1. List the foreign languages that are taught in this school

2. How are the pupils assigned to the various languages?

CURRICULUM MATERIALS

1. Do teachers use the Task Force Bulletin on Foreign Language?

2. Do they have and use the special materials prepared for pupils in the "listening and speaking" sequence in French? Spanish?

3. Do teachers use the curriculum materials in French provided for the regular junior high schools?

4. What other curriculum guides do they use?

EQUIPMENT

1. Is there a language laboratory? Is it functioning?

2. What problems are there in terms of breakdowns and pupil schedules?

EQUIPMENT (Cont.)

3. Are there other curriculum aids available, i.e. films, slides, art work, library books, etc., that are relevant to the cultural aspects of this program?

STAFFING

1. Are teachers licensed in the particular language they are teaching?

2. Do language teachers have responsibility for teaching any other area of the general IS curriculum? (In one school, for example, it is reported that the Humanities program is handled by the foreign language teachers.)

TEACHER TRAINING

1. Are teacher training sessions planned within the school?

2. Is provision made for teachers to attend centrally planned training sessions, i.e. Tarrytown, April 11-13?

COORDINATION ACROSS CURRICULUM AREAS

1. Do foreign language teachers meet with those of other curriculum areas to coordinate their work, especially in the area of understanding the cultural backgrounds of the subject?

2. How is their work coordinated with the teaching of Humanities?

PROGRAMMING

1. At what grade levels in each foreign language taught?

2. How many periods per week is foreign language scheduled at each grade level, (1) for advanced pupils? (2) for "listening and speaking pupils"?

3. How are pupils grouped for teaching? (Note: Central office reports that after the first year of teaching, about 15% of the children were dropped from the foreign language teaching. The remaining 85% were divided into two groups. Group I was allowed to continue in the regular junior high school course of study through grades 7 and 8. Group II was provided with a curriculum developed especially for them because they did well in listening and speaking, but not in reading and writing.)

INDIVIDUALIZATION

1. Is there provision for individual progress within the program? How is this carried out?

2. How are pupils programmed who have been taught foreign language in the feeder elementary school?

3. To what extent do pupils select the foreign language they will study?

INSTRUCTION

1. Is team teaching used in this area?

2. Is any use made of programmed instruction? For which pupils? Subject matter?

3. To what extent are the language laboratories used? Are they used by pupils on both "tracks"? At all grade levels?

EVALUATION OF PUPIL PERFORMANCE

1. What criteria are used to separate pupils who are competent in all areas as those able only in "listening and speaking"?

2. On what basis are pupils eliminated from the foreign language teaching altogether?

3. What provision is made for evaluation of the several aspects of language learning (speaking, understanding oral language, written work, etc.) at the local level?

4. Are there provisions for evaluation within the curriculum, i.e. sample tests or test items?

ARTICULATION

1. How is the curriculum articulated with work done at the elementary level? At the senior high school level?

2. Is provision made for continuity of instruction within a language area within the intermediate school?

ATTITUDES

1. Do teachers cover the goal of development of favorable attitudes toward other cultures? Is this an understood and accepted goal of foreign language teaching here?

2. How do teachers feel about the various aspects of the foreign language curriculum? Do they agree with the choice of languages taught? Do they like the dual track system? Do they consider that all pupils should be taught the foreign language?

3. Do supervisory and administrative personnel agree with the principle of teaching foreign language to all pupils and at all grade levels?

4. What is pupil reaction to the foreign language classes? Do they seem to enjoy these? Are there evidences of active participation?

5. Are there evidences of the development of favorable reactions by pupils to the culture represented by the foreign language?

COMMENTS:

P. N. 22-622

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL RESEARCH
110 Livingston Street, Brooklyn, New York 11201

Evaluation of Pilot Intermediate Schools
Interview Guide for Curriculum Evaluation: Performing and Creative Arts (Especially Music and Art)

Consultant:

School: Date of Visit:

Personnel Interviewed (Title or Position)

Classes observed (Indicate whether homogeneous or heterogeneous)

Other facilities observed:

CURRICULUM MATERIALS

1. To what extent do teachers use the Task Force Bulletin in this area?

2. Do they use supplementary materials, i. e. other Board of Education curriculum bulletins?

3. To what extent do teachers avail themselves of community resources, i. e. artists, performances, art centers, etc.

EQUIPMENT

1. How many and what types of musical instruments were allotted the first year of the program?

/

2. How many instruments does the school have now?

3. Is the number sufficient? If not, how many additional instruments are needed?

4. Are there enough instruments for an entire class? (30 or more violins, 30 or more clarinets, etc.)

5. Are there enough accessories (music stands, etc.) for students?

6. Are there enough expendables (reeds, etc.)?

7. Is there a sufficient number and variety of art materials?

8. What is the policy r egarding the taking of musical instruments and art equipment home by students?

9. Is there a special room available for instrumental music instruction? Art instruction?

STAFFING AND TEACHER TRAINING

1. Are teachers licensed for the specific areas they are teaching? Instrumental music? Vocal music? Art?

2. What specific types of additional training do teachers need to function effectively with the pilot curriculum in performing and creative arts?

3. Are there teachers providing instruction on musical instruments without having been trained on the instruments? If so, is this a serious handicap?

COORDINATION ACROSS SUBJECT AREAS

1. According to the Task Force Bulletins, music and art are components of the curricula of Creative and Performing Arts, Humanities, and Family Living. What efforts are being made to coordinate these areas?

PROGRAMMING

1. What types of music programs are provided beyond the first year? On what basis are children selected for this advanced training?

2. What provision is made for a student who has talent and interest in music at the completion of the first 10 weeks of instruction? Must he wait until the next September before taking the major music program, or is there enough flexibility in programming for him to move immediately to a more intensive type of instruction?

3. If a student absolutely has no interest in instrumental music and wishes to discontinue studying before the end of the ten week period, can he do so? If he does, what course of substitute activity is provided? If such a child must continue until the end of the ten week period before dropping instrumental music, must he continue with a general music program, or can he take an entirely different subject?

4. Is the length of time of the 20 minute module sufficient for an art or music class which requires distribution of materials, instruction and clean up? If not, what changes in programming are needed?

5. Is there cycling of the subjects which comprise the performing and creative arts? If so, has cycling aided or hindered realization of the instructional goals?

6. Are there problems in continuity of teaching created by cycling?

7. What extra-curricular activities are available in music and art? At the end of the initial ten week period, are there opportunities for music students to engage in some type of culminating activity, such as performing for one another or performing with the school orchestra?

INDIVIDUALIZATION

1. Is information regarding a child's previous exposure to music or art obtained prior to his first year of instruction in the pilot program? If so, to what extent is such information taken into consideration when he is being programmed for instrumental music and art classes?

2. What provisions are made for children with exceptional talent in art? The dance? Instrumental or vocal music?

INSTRUCTION

1. Are class sizes adequate for effective instruction?

2. What has been the effect of the compulsory instrumental program on choral work?

3. What is the status of the dance and drama components of performing arts with respect to staffing, programming, facilities and the implementation of the instructional program?

ARTICULATION WITH ELEMENTARY AND SENIOR HIGH SCHOOLS

1. Is there need for articulation with elementary schools?

2. What is the nature of the articulation with senior high schools?

ATTITUDES

1. Do teachers consider sixth grade students sufficiently mature for the pilot curriculum in the arts?

2. What opinions about the pilot program are expressed by vocal music teachers and instrumental music teachers? By common branches teachers and teachers licensed in junior high school subjects?

3. Are the arts viewed as a "frill" in this particular school?

4. How do pupils respond to the instrumental music program? The vocal program? The dance classes? The art classes?

COMMENTS:

P.N. 22-622

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL RESEARCH
110 Livingston Street, Brooklyn, New York 11201

Evaluation of Pilot Intermediate Schools
Interview Guide for Curriculum Evaluations: Typing

Consultant: ______________________________

School: ______________ Date of Visit ______________

Personal Interviewed (Title or Position): ______________________________

Classes observed (Indicate whether homogeneous or heterogeneous): ___________

Other facilities observed:

CURRICULUM MATERIALS

1. How adequate is You Learn To Type as a textbook for each grade for achieving the broad curriculum objectives of typing instruction?

2. How urgent is the need for a programmed text in typing? For what purposes could such an instructional device be used?

EQUIPMENT

1. How many and what types of typewriters (electric, manual) were allotted to the school the first year of the program?

2. How many typewriters does the school have now?

3. Is the number sufficient? If not, how many additional typewriters are needed?

4. How many typewriters were in need of repair and could not be used in the typing class(es) observed?

COORDINATION ACROSS SUBJECT AREAS

1. Between what other subjects and typing is there coordination? Remedial reading? Language arts?

COORDINATION ACROSS SUBJECT AREAS (Cont.)

2. Does instruction in typing reflect an attempt to effect improvement in basic skills?

3. Are there suitable language arts materials available for use in typing classes? Has the teacher attempted to develop his own language arts materials for use in typing?

PROGRAMMING

1. Is there one period when all typing teachers are free to have a departmental conference for common planning?

2. If all children do not study typing for some portion of each of the three years, indicate reason.

3. Two programming precedures (continuity and discontinuity) are employed in various schools for beginning typing students: (1) students study typing four times a week for the fall semester and then take another subject during the spring, and (2) students study typing twice a week for an entire year. Is there a preference for one procedure over the other? Why?

4. Is there a first year typing class into which all beginning typing students can be placed irrespective of grade?

5. Are there parallel classes on grades 7 and 8 (i.e., a seventh grade class composed of second year typing students and another class which meets at the same time and consists of seventh graders who are beginning typing?

6. Must a student who transfers into the school in the middle of the semester wait until the beginning of the new term before studying typing?

INSTRUCTION

1. For approximately one-half of the first semester the instructional objective should emphasize proficiency, with the student able to type about twice as fast as he writes. The remainder of the term should be devoted to application of the skill without attempting to develop it to greater proficiency. Is this procedure being followed in first-year instruction?

INSTRUCTION (Cont.)

2. One objective of the second year of instruction is for the student to have enough proficiency to be able to type his own school assignments in class. How well has this objective been achieved?

3. Although typing for the child's personal use is a suggested objective for the third year of instruction, 8th grade teachers have relative carte blanche in planning their lessons. What appear to be the objectives of this year of instruction?

4. Is career guidance (information about vocational opportunities involving typing) included in 8th grade instruction?

5. In the advanced stages of typing skill are students using their typing for any group or individual original projects (i.e., class newspaper, term papers) ?

6. What provision is made for student self-expression through creative writing, for example, typing of original poems, typed reaction to a painting or a picture on view in the classroom?

7. If there is not typewriter available for a child to use, what provision is made for the child to receive instruction and participate in the class assignment?

8. To what extent is the "reading approach" to typing used? (Do students read through the material before typing it?)

TEACHER TRAINING

What specific types of additional training do teachers of typing need to function effectively with the new curriculum?

ARTICULATION

Is there any articulation with the high school typing program?

PROVISIONS FOR EVALUATING PUPIL PERFORMANCE

1. A goal of this program is to have pupils type about twice as fast as they write. How are these rates determined?

PROVISIONS FOR EVALUATING PUPIL PERFORMANCE (Cont.)

2. What criteria are used to evaluate pupil performance?

3. How is pupil performance evaluated on each grade? (Numerical grade, "S" or "U", attendance record only, etc.)

ATTITUDES

1. How prestigious is typing in this school? Is it considered by staff and students to be a major subject?

2. Do teachers perceive the purpose of typing instruction in the pilot program to be the development of future business people, or as an additional writing skill?

3. Do teachers and administrators feel that 6th grade children are physically and emotionally capable of learning typing skills?

4. How do pupils respond to this program? (Cf. CUE Report by Frankel)

5. Do teachers feel that typing should be taught to all children irrespective of interest, ability, physical handicaps, or need for additional instruction?

COMMENTS:

P.N. 22-622

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL RESEARCH
110 Livingston Street, Brooklyn, New York 11201

Evaluation of Pilot Intermediate Schools
Interview Guide for Curriculum Evaluation: Humanities

Consultant: ______________________________

School: ______________________ Date of Visit ______________

Personnel Interviewed (Title or Position) ______________________

Classes observed (Indicate whether homogeneous or heterogeneous) __________

Other facilities observed: ______________________________

CURRICULUM MATERIALS

1. Do teachers use the Task Force Bulletin, The Humanities?

2. Do they use the supplements provided for particular grade levels?
   Experimental Course of Study, September, 1967
   Experimental Course of Study, September, 1968
   Experimental Course of Study, Grade 7, Parts I and II
   Experimental Course of Study, Grade 8, Parts I and II

3. Do they use other materials on teaching the Humanities, i.e., New York State publication, Humanities is . . . ? What are they?

4. This curriculum requires the availability of many and varied materials. Are they available? (Slides, films, documents, reproductions, etc.)

5. Do teachers avail themselves of resource people and community facilities that are relevant to this curriculum? (Museums, art displays, theatres, artists, writers, etc.) What do they use?

TEACHER TRAINING

1. Are there provisions for training teachers in the use of the curriculum materials within the school? Who plans these sessions? Who is expected to attend? How often are the sessions held?

2. Do supervisors and/or teachers in this school attend curriculum training sessions outside the school, i. e., Tarrytown meeting (April 11-13)? Others?

STAFFING

1. How is staffing in this area managed? Since there is no license in teaching Humanities, what criteria are used for selecting teachers?

2. Do teachers seem to be qualified to implement this curriculum? By training? Experience? Temperament?

PROVISIONS FOR EVALUATING PUPIL PERFORMANCE

1. Is there a grade on the report card for Humanities? What form is used?

2. What criteria do teachers use for grading in this area?

3. Are there any guides for evaluation provided in the curriculum materials supplied to the schools?

PROGRAMMING

1. For what grade levels is this subject programmed? ____________________

2. Is it programmed for all pupils? On what basis are pupils included (or excluded)? What provision is made for those not scheduled for Humanities?

3. How many times per week do classes meet at each grade level? For how long?

4. Is there any difference in programming for classes where homogenous grouping exists?

INSTRUCTION

1. How are classes conducted in this area? Is there opportunity for pupil interaction, as indicated in the curriculum goals?

2. Is there a definite awareness by pupils of the major concept which is being discussed? Are they aware of the interrelatedness of the subject matter studied in relation to the concept?

3. Is team teaching used? How is this done? What are the areas of specialization of participating teachers?

ARTICULATION AND/OR PUPIL PREPARATION

1. Are pupils prepared from the elementary school for the approaches implied in this program? Do teachers and supervisors comment on this?

2. How does teaching from this curriculum affect completion of work requieed for senior high schools?

COORDINATION ACROSS CURRICULUM AREAS

What provision is made for cooperative work among teachers of various curriculum areas, i. e. music, art, literature, social living, etc., as implied in this curriculum?

EQUIPMENT

1. Do teachers and supervisors report the need for special equipment, i. e., films, slides, art work, records, documents, etc.? Are these available?

2. Are there facilities for using the materials?

INDIVIDUALIZATION

Are there opportunities for individualization? How is this accomplished?

ATTITUDES

1. How do administrative personnel react to this curriculum? Do they see it as a "new approach"? Do they consider it suitable for the age levels and abilities represented in the school?

2. How do teachers respond? Do they accept the goals of the curriculum? Do they think the curriculum is suitable for all children in the age levels represented?

3. How do pupils respond in classrooms? Are they interested? Do they "sense" the scope of the materials? Do they participate in discussions?

4. Do teachers conduct classes so that the attitude changes implied in the structure of this curriculum can be attained? Are they aware of this specific goal of the curriculum?

COMMENTS

P. N. 22-622

BOARD OF EDUCATION OF THE CITY OF NEW YORK
BUREAU OF EDUCATIONAL RESEARCH
110 Livingston Street, Brooklyn, New York, 11201

Evaluation of Pilot Intermediate Schools
Interview Guide for Curriculum Evaluations: Guidance

Consultant:

School: Date of Visit:

Personnel Interviewed (Title or Position):

Classes observed (indicate whether homogenous or heterogenous):

Other facilities observed:

CURRICULUM MATERIALS

1. Do guidance counselors find the Task Force guidelines useful?

2. Do guidance teachers use the materials prepared especially for them in the Task Force Bulletin?

3. Do guidance personnel receive and use the biweekly Newsletter from the Headquarters office?

4. How is the concept of developmental group counseling carried out? Do teachers and counselors follow the procedures outlined in the Task Force Bulletin, pp. 52-67?

CURRICULUM MATERIALS (continued)

5. What is the nature of guidance services at each grade level? What activities predominate? (Discipline, emotional problems, advice for senior high school, special abilities, etc.) How much is crisis counseling?

EQUIPMENT AND FACILITIES

Do guidance counselors have adequate space for individual conferences with pupils? Small group conferences? Is space regularly assigned for these services?

STAFFING

1. What personnel is provided for guidance? Licensed counselors? Teachers?

2. Is there a free transfer policy into pilot IS? Are counselor volunteers for IS?

3. Are guidance personnel licensed? (See EP Circular, which specifies various levels of competencies.)

4. What are the qualifications of counselors in this school? Of teachers assigned to counseling services?

STAFFING (continued)

5. How are guidance teachers' programs planned in terms of subject area taught and guidance services to pupils?

6. How has staffing changed from 1966 to 1968-69? Guidance services were a special feature of the IS program. Has it been maintained?

TRAINING

1. Are there regularly scheduled training sessions within the school? Who is responsible for planning and conducting these?

2. Are there other training sessions which personnel in this school attend?

COORDINATION

1. Do guidance teachers and counselors meet with subject area teachers to discuss areas of instruction? Group problems? Individual problems?

2. To what extent do guidance personnel function as a "team" with subject teachers and others?

COORDINATION (Continued)

3. How do guidance personnel coordinate their developmental group counseling work with special area teachers?

4. Do guidance counselors tend to take pupils out of classes in a particular curriculum area more than others.

5. Are there evidences of special procedures to acquaint parents of guidance services for their children?

To what extent do counselors participate in formulating school policy concerning:

	Regularly	Occasionally	Never
Class placement			
Articulation			
Promotional policy			
Disciplinary actions			
Teacher orientation			
Parent involvement			
Community involvement			
Grading system			

PROGRAMMING

1. What is the case load of each counselor or teacher? Number of pupils per counselor? Number of interviews per pupil per year at each grade level? Are all pupils serviced throughout the year?

PROGRAMMING (Continued)

2. How do guidance counselors plan for new admissions, transfers, etc.

3. Is sufficient planning time provided for counseling services, in preparation for meeting with parents, subject teachers, and pupils?

4. To what extent are guidance personnel involved in pupil programming? For general school-wide planning? For individual guidance?

5. How do guidance personnel program pupils for group counseling procedures?
How does this affect pupil attendance in other classes?

6. Do guidance counselors have problems in scheduling group conferences? Individual conferences? What is the nature of these problems?

INDIVIDUALIZATION

1. What proportion of guidance counselors' time is devoted to individual guidance?

INDIVIDUALIZATION (Continued)

2. Do individual pupils have the same counselor for the three years of the program?

3. On what basis are pupils selected for "individual" guidance work? What is the nature of problems treated?

4. Do counselors feel that their "individual" guidance case load is satisfactory?

5. To what extent do guidance personnel focus on needs of academically gifted pupils? Talented? Retarded? Emotionally disturbed? Chronic truants?

INSTRUCTION

1. How do counselors and guidance personnel acquaint pupils, parents, and teachers of the services which they can perform?

2. To what extent do guidance personnel use large-group instruction?

3. To what extent do guidance personnel use small-group instruction?

INSTRUCTION (Continued)

4. The Guidance Task Force Bulletin calls for the rise of several guidance techniques: Case method, panel, creative socio-dramas, role models, dramatization, buzz sessions. To what extent are these various techniques used?

EVALUATION

1. Do guidance counselors aid in interpreting test results for teachers? Parents?

2. Do guidance counselors administer special tests, i.e., aptitude tests, reading tests, etc?

3. Do guidance counselors keep records on success (or failure) of individual guidance work? Do they follow up individual cases?

4. Is there any evaluation of group conseling work? Are records kept of topics covered? Pupils involved?

ARTICULATION

1. How is the guidance program linked to such activities as the College Bound, Pre-technical, Examinations for Special Schools, and other follow-up activities?

ARTICULATION (Continued)

2. What action is taken to provide a supportive relationship for pupils making the transition from the elementary school, when they related mainly to one teacher, to the IS, where they will relate to several subject teachers?

3. To what extent do counselors undertake programs to "prevent emotional problems from developing?" Do they meet with parents and faculty for this purpose?

4. Do guidance personnel maintain active liaison with community agencies? What are these agencies?

ATTITUDES

1. Do grade advisors find that their allegiance is divided between their subject areas and the guidance services required of them?

2. How do regular classroom teachers respond to the removal of pupils from their classes for group guidance work? Individual guidance services?

3. What are pupil reactions to guidance services?

4. What is said by school personnel concerning parent reactions to guidance services?

5. The provision of extra guidance services is a special feature of the Pilot IS. What is the reaction of principals, assistants to principals, and other teachers to this "extra" service? Does it contribute materially to "improvement" of educational services in the school.

COMMENTS

Curriculum Materials for Pilot Intermediate Schools
(As of September 1968)

Prepared by: Alfred W. Leichtman, Curriculum Coordinator,
Bureau of Curriculum Development

1. ART - FINE ARTS
    - 1.1 Grade 7 - Art Grades 7-10 (1954-55 Series)
    - 1.2 Art for Grades 5,6,7,8 - 9/67 (mimeo) available from Bureau of Art

2. FOREIGN LANGUAGE
    - 2.1 Grades 5,6,7,8 - N.Y. City Foreign Language Program for Secondary Schools Levels 1-4 (German & Italian) Levels 1-5 (French & Spanish)
        - a. French) 1965-66 Series
        - b. Spanish)
        - c. German 1966-67 Series
        - d. Italian 1966-67 Series
    - 2.2 Grade 5 Student Text Italian in the Pilot Intermediate Schools (Task Force Report #15 - 1966)
    - 2.3 An Audio-Lingual Guide for the Second Year of Foreign Language Instruction in the Pilot Intermediate Schools
        - a. Italian)
        - b. French) Aug.1967 (mimeo)
        - c. Spanish)
    - 2.4 Grades 5 & 6 - Foreign Languages in the Pilot I.S. (Task Force Report #13-1966)
    - 2.5 An Audio-Lingual Guide for the Third Year of Foreign Language Instruction in the Pilot Intermediate Schools - Italian, French, Spanish 8/68 (mimeo)

3. FAMILY LIVING
    - 3.1 Grades 6,7,8 - Family Living (Task Force Report #11-1966) plus Supplement "Family Living for I.S." June 1968 (mimeo)
    - 3.2 Grades 5,6,7,8 - Materials listed in Curriculum Bureau Memo #420 dated 12/8/66
    - 3.3 Grade 7 - Family Living in an Urban Society - (mimeo 1967)
    - 3.4 Grades 5 and 6
        - a. Industrial Crafts - Sixth Grade (mimeographed 1966)
        - b. Ceramics - Grade 6 (mimeographed by Industrial Arts Dept.)
        - c. Industrial Arts Curriculum in the Intermediate Schools (mimeographed by Industrial Arts Dept.)

FAMILY LIVING (Continued)

3.5 Grades 7,8,9
  a. Graphic Arts - Arts - Grades 7,8,9 (1965-66 Series)
  b. Woodworking - Grades 7,8,9 (1965-66 Series)
  c. Home Economics - Grades 7,8,9 (1963-64 Series)
  d. Ceramics for Secondary Schools
  e. Drafting Experiences for Intermediate School pupils - Grades 7 and 8
  f. Plastics for Secondary Schools - Grade 8 (where proper facilities are available) - Experimental
  g. Industrial Ceramics - Grades 7,8,9
  h. Industrial Arts Metalworking for Intermediate Schools - Grades 6,7,8 (mimeo)

Note: School Shop Safety Manual (1964-65 Series) and Industrial Arts Shop Management (1964-65 Series) must be used in connection with all industrial arts courses.

3.6 Additional Home Economics Materials
  a. Grade 6 - Home Eco. - Foods and Home Experiences. Lesson guides
  b. Grade 6 - Home Eco. - Clothing and Home Experiences. Lesson guides
  c. Grade 7 - Home Eco. - Foods and Home Experiences. Lesson guides
  d. Grade 7 - Home Eco. - Clothing and Home Experiences. Lesson guides
  e. Grade 8 - Home Eco. - Foods and Home Experiences. Lesson guides
  f. Grade 8 - Home Eco. - Clothing and Home Experiences. Lesson guides
  g. Grades 7,8,9 - Home Eco. - Child Care and Home Care of the Sick
     (To implement Home Eco. - Grades 7,8,9 - Curriculum Bulletin #4 - 1963-64 Series). Lesson guides

Note: 3,6a,b,c,d,e,f, are to be used with Supplement to Task Force #11 (Home Living) - 1968 (mimeo).

4. FUNDAMENTAL SKILLS
    - 4.1 Fundamental Skills: Tools for Learning (Task Force Report #23-1966)
    - 4.2 Handbook of English Language Arts - Grades 5-12 (Reading and Literature Strand to be available this current semester)
    - 4.3 Reading for Beginning Teachers of Reading - Grades 5-8
    - 4.4 Materials suggested in Curriculum Bureau Memo #420 - 12/8/66
    - 4.5 Grade 6 Source Books for English Language Arts - 7 Volumes (Re-run to be available this term).

5. HUMANITIES
    - 5.1 Grades 5 & 6 - The Humanities for Intermediate Schools with Resource Units - Grades 5 & 6
    - 5.2 Grade 7 - Resource Units in the Humanities for Pilot Intermediate Schools 9/67
    - 5.3 Suggested Readings in the Literature of Africa, China, India and Japan. (An Annotated Bibliography) (1967-68 Series #13)
    - 5.4 Handbook of English Language Arts - Grades 5-12 - Reading and Literature Strand
    - 5.5 Grades 7-8 - Materials listed in Curriculum Bureau Memo #420 12/66
    - 5.6 Materials listed under Fundamental Skills above
    - 5.7 Grade 8 - Resource Units in the Humanities for Pilot Intermediate Schools 9/68

6. MATHEMATICS
    - 6.1 Grade 5 - Mathematics Grade 5 - Parts I and II (1966-67)
    - 6.2 Grade 6 - Mathematics Grade 6 - 1965
    - 6.3 Grade 7 - Mathematics 7th Year - Parts I and II to be available by 12/67
    - 6.4 Grade 7 SPE - the above course of study will be used plus enrichment materials as suggested in Bureau of Curriculum Development - Bureau of Mathematics Memo #564 1/20/67. Two Year SP classes will follow a sequence as suggested in Bureau of Curriculum Development Bureau of Mathematics Memo #377 11/10/66
    - 6.5 Grade 8 - Mathematics - 8th Year - 1967-68 Series Part I and Part II

7. PERFORMING AND CREATIVE ARTS
    - 7.1 Performing and Creative Arts (Task Force Report #24, 1966)
    - 7.2 Materials in Curriculum Bureau Memo #420 - 12/8/66
    - 7.3 General Music Level 1 and General Music Levels II, III, IV are available
    - 7.4 Physical Activities for Boys - Grade 7-12
    - 7.5 Physical Activities for Girls - Grade 7-9 (1961-62 Series)

8. SCIENCE
    - 8.1 Grade 5 - Adaptation of Elementary Science for the Pilot Intermediate Schools (Task Force Report #5, 1966)
    - 8.2 The foregoing has been replaced by(7/67 mimeo):
        - Physics for Intermediate Schools Grade 5)
        - Chemistry for Intermediate Schools Grade 5)
        - Biology for Intermediate Schools Grade 5)
        - Earth Science for Intermediate Schools Grade 5)
    - 8.3 Grade 6 - Science for Intermediate Schools Volumes I, II, III (mimeo)
    - 8.4 Grade 7 -
        - a. Science for Grade 7 - 4 Teachers' Manuals (average or better pupils)
        - b. Science Grade 7 - Long form 1 volume (for other pupils)
    - 8.5 Grade 8 - Science Grade 8 (1967-68 Series #20)
        - a. A new single volume course of study for all pupils
    - 8.6 All Grades - For greater Safety in Science Teaching (1964 ed.) Must be read by every science teacher at start of each school year

9. SEX EDUCATION
    - 9.1 Grades 5-8 - Family Living including Sex Education (1967-68 Series #11) For use in schools and grades selected for this course of study.

10. SOCIAL STUDIES
    - 10.1 Grade 5 - Our World: Geographic and Economic Studies (Printed and to be available in Nov. '67)
    - 10.2 Grade 6 - Our World: Early Civilizations (to be available in Nov.)
    - 10.3 Grade 7 - American History - Historical Development of the U.S. - Its Geographic and Political Setting

10. SOCIAL STUDIES (Continued)
    - 10.4 Grade 8 - Urban Growth - Challenges of a Changing Society
    - 10.5 The Negro in American History - (1965 reprint) 1964-65 Series
    - 10.6 Toward Better International Understanding - 1959-60 Series

11. SPEECH
    - 11.1 Grades 5-8 - Speech for the Disadvantaged (1967 - mimeo - distributed by Bureau of Speech Improvement)

12. TYPEWRITING
    - 12.1 Grade 5 or 6 Typewriting - Beginning in Grade 5 (Task Force Report #14 - 1966)
    - 12.2 Grades 5,6,7 Typewriting (a revision of Task Force Report #14 - 6/67)

Note: A revised chapter (Organizing Media Services for Teachers) for Multi-Media Resources (Task Force Report #21 - 1966) available from BAVI.

Note: Consumer Education for Elementary Schools, Intermediate Schools - available for Schools and Grades designated by District Superintendent. (Bureau of Business Education)

Note: Learning Concepts in Spelling Through Programmed Units - available from Bureau of Curriculum Development.

Use of Task Force Reports in Pilot Intermediate Schools

The use of the Task Force Reports in the 14 Pilot Intermediate Schools is indicated by the following classification:

1. Material for use by pupils
   - a. Report #15 - Student Text: Italian in the Pilot Intermediate Schools

2. Material for use by teachers on a regular planned basis
   - a. Report #5 - Adaptation of Elementary Science for the Pilot Intermediate Schools - Grade 5 (Replaced by 4 part mimeo - Grade 5 Science - Physics, Chemistry, Biology, Earth Science
   - b. Report #13 - Foreign Languages in the Pilot Intermediate Schools: Teaching Guides for Grades 5 and 6 (mimeo - audio lingual courses for Grades 7 & 8)
   - c Report #14 - Typewriting Beginning in Grade 5 (Revised for Grades 5, 6 and 7 June 1967)

3. Material for background use by supervisors and teachers
   - a. Report #1 - Oral-aural Language Study in English
   - b. Report #2 - Manual for Guidance in the Intermediate Schools (not available - being revised)
   - c. Report #7 - Curriculum in Community Services
   - d. Report #8 - Civil Liberties, Civil Rights and Human Rights in the United States (not available - now incorporated into new Social Studies Curriculum)
   - e. Report #9 - Independent Learnings: Some Organizational Techniques and Materials
   - f. Report #12 - Materials for Teaching about Integration (not available - replaced by "Teaching About Minorities in Classroom Situations" - 1967-68)
   - g. Report #16 - Individualization of Instruction
   - h. Report #21 - Multi-media Resources for Teaching
   - i. Report #18 - Laboratory Experiences

4. Materials combining several curriculum areas to be used together with regular curriculum materials
   - a. Report #10 - The Humanities for Intermediate Schools with Resource Units: Grade 5 and 6 - (mimeo Resource Units for Grades 6,7, and 8 also available)
   - b. Report #11 - Home Living in an Urban Society (mimeo supplement now available)
   - c. Report #24 - Performing and Creative Arts

Note - Reports #10, 11, and 24 may be supplemented as indicated in Bureau of Curriculum Development memo #420 of 12/8/66, Curriculum Materials for Use in Pilot Intermediate Schools (in addition to Task Force Materials)

5. Materials prepared to determine the learning potential of an area for use in further curriculum development
   a. Report #3 - Multi-level Approach to the Teaching of Mathematics
   b. Report #19 - Computer Mathematics in the Secondary Schools

   Note - Report #19 is presently intended only for use in selected high schools

   c. Report #23 - Fundamental Skills: Tools for Learning
   d. Report #4 - Articulation of Mathematics and Science K-6 (not available)

Prepared by Alfred W. Leichtman
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